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A STUDY OF THE CHARACTERISTICS OF LOCAL TEACHERS' ASSOCIATIONS IN NEW ENGLAND AND NEW YORK STATE

Submitted By

Frank L. Steeves

(B.S. in Ed., Boston University, 1946)
(Ed. M., Boston University, 1946)

In partial fulfillment of requirements for

the degree of Doctor of Education

1949

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Nov. 4, 1949
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CHAPTER I

INTRODUCTION AND OVERVIEW

The Purpose of This Study

This study was undertaken to answer the following questions.

1. What are the characteristics of local teachers' associations?
   a. How are local teachers' associations organized?
   b. What are the activities in which local teachers' associations are engaging?
   c. What do their leaders want to do; what are their stated aims?
2. What are the areas of agreement and disagreement between school administrators and heads of local teachers' associations concerning the proper characteristics of local associations?
3. How can local teachers' associations be strengthened in order to work more effectively for the general welfare of teachers without sacrificing the professional ideals of the individual teacher?

The Need for This Study

A limited amount of research.-- Despite the potential importance of strong local teachers' associations, an investigation of the major studies now available [1] indicates

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1/ See p.34-60 of this thesis.

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that few studies in recent years may be considered scientific analyses of the work of local teachers' groups.

The most recent study which may be so classified was published in October, 1948,[1] and in many respects parallels this investigation. However, analysis shows that the survey confines itself almost exclusively with items 1-a and 1-b of the present investigation.[2] It analyzes the present organization of local teachers' associations as well as their present activities without any reference to the aims. Furthermore, relationships between school administration and the activities of local teachers' associations are not adequately investigated.[3] A letter from Mr. Frank W. Hubbard to the writer is reproduced following this page, which letter acquiesces to the need for further investigation of local teachers' associations within specific areas.[4]

Relatively few research studies have been made of

1/ Local Education Associations at Work, Research Bulletin, Research Division, The National Education Association, Washington, D.C., Vol. XXVI, No. 3, October, 1948.

2/ See p. 1 of this thesis.

3/ For a complete summary of the National Education Association Research Bulletin referred to, see p. 58-60 of this thesis.

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NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 Sixteenth Street Northwest
Washington 6, D. C.

October 12, 1948

Mr. Frank L. Steeves
Instructor in Education
School of Education
Boston University
84 Exeter Street
Boston 16, Massachusetts

Dear Mr. Steeves:

This is in reply to your letter of October 6. I regret that the receipt of our October Research Bulletin has disturbed you in connection with your proposed study. I can well imagine that it has come as something of a blow after you have done so much work and preparation.

However, I am inclined to agree with your advisory committee that you might very well go ahead, particularly if you can bring out a lot of detail with respect to local associations in the region that you plan to study. Our national studies often open up problems and give a general national picture, but we have no thought that they would replace the detailed state and local studies which should be made. In fact, one of our purposes in making many national studies is to stimulate state and local investigations which are much more extensive on many of the specific items. We greatly need these local studies, particularly to bring out quality relationships which usually cannot be adequately studied on a nationwide basis.

You might re-examine your questionnaire from the angle of dropping out some of the specific questions on officers, if you feel that adding any items would make the questionnaire too long.

One of the areas which I think is unexplored yet with respect to local associations is their relationship to the schoolboard and the superintendent of schools. It is our

opinion that there are many so-called local associations that are relatively dependent and as a result really operate only as an advisory council to the administration rather than as independent professional groups. We feel that a truly effective local association should be entirely independent, but, of course, conduct its program and activities on a professional plane that works constructively with the administration. If you could bring out some of these angles of local relationships, you would be doing a service to all of us.

Also, you may have noticed in our Research Bulletin that many officers complain that they had great difficulty keeping up the interest of individual members. Here again is an area where if you could literally tease out devices and methods for building individual participation, you would add significantly to present practice.

Still another area which I think we perhaps did not touch adequately is the relationship of the local association to the state association and to the National Education Association.

I am sure that you can adjust your questionnaire to eliminate some of the routine items which probably are adequately studied in our investigation, and can build up other items such as I have mentioned.

Please be sure that we get a copy of your study when it is completed as I am sure that it will be useful to us.

Cordially yours,

/s/ Frank W. Hubbard
Director, Research Division

FWH:geb

teachers' organizations at the state and national levels. Even less have been completed concerning the problems faced by teachers in their local groups. The study of teachers' associations, and particularly of local teachers' associations, has been thoroughly neglected by research workers in education. This fact is constantly noted in summaries of the research.

> Research attacks in the field of teachers' organizations are limited in both number and scope. The literature is characterized chiefly by hortatory articles, subjective evaluation, or descriptions of programs and practices in individual situations. Studies involving the collection and organization of data tend to be concerned with gross aspects of the problem such as size, growth, and trends. 1/

Others, writing in the same publication, have voiced practically the same reaction.

> The field of educational organizations offers a rich area for research. Profitable studies could be made of the origins and personnel of educational organizations. Comparisons of their aims, activities, and achievements would likewise be valuable. A series of such studies during the next three years, comparable to the one by Robinson, reported for numerous organizations in readily available periodicals would be filling a real need in American education. 2/

> Little research dealing with teachers' associations, unions, and other organizations appeared

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1/ E.T. Peterson, et al., "Teachers' Organizations," Review of Educational Research, 1:122, May, 1931.

2/ J.G. Umstattd, "Teachers Associations, Organizations, and Unions," Review of Educational Research, 7:315, June, 1937.

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during 1937, 1938, and 1939. The reviewer read some 100 articles of which a smaller number than the 20 appearing in the appended bibliography could be classified as research. The few scientific studies which have been published are almost without exception investigations of an elementary sort. Little is learned from these studies other than how many members of various organizations there are from year to year, and frequently this information is not accurate. Most of the published articles are exhortative, although now and then one of them contains incidental data of research interest. These incidental data appear to be presented, however, to substantiate a position already assumed rather than in an attempt to find out what stand is defensible. 1/

Corey listed nine questions, the answers to which are both needed and unknown, and which are typical of research questions in this field.

1. What are the research activities of the various official teachers' associations? What problems are being worked on? What personnel are working? How adequate is the financial support?

2. What are the legislative (lobbying) programs of these same organizations? What is the success of these programs? How consistent are the objectives from year to year? What financial provision is made.

3. What duplication of function is there among the various teachers' organizations -- federal, state, and local?

4. What is the effectiveness of special subject matter groups of teachers as pressure groups? What are these programs? How effective have they been?

5. What significant variations in membership personnel exist among the various organizations?

1/ Stephen M. Corey, "Teachers' Associations, Organizations, and Unions," Review of Educational Research, 10:225, June, 1940.

6. What are the attitudes of the constituents of each association toward its activities?

7. What degree of membership overlapping characterizes the various organizations? What is the significance of this?

8. What has been the historical development of the various established teachers' organizations?

9. To what extent do teachers' organizations cooperate in improving educational services with other non-educational organizations? What are the methods of such cooperation, and what is its effectiveness? 1/

Insofar as could be determined, the answers to questions such as the above had not been found in the years since 1940. This study represented an attempt to compile and analyze data intended to assist in answering some of these questions, plus direct consideration of the specific questions of the thesis.

The lack of objective data concerning the present organization, activities, and aims of local teachers' associations was a major argument determining the necessity for this study.

A vast amount of subjective writing in the field.-- Although little scientific research was found in this field, a vast amount of material exists which represents the prejudiced or personal opinion of individual writers. This material has been published by both traditional teachers' groups and teachers' unions. Many theses and magazine

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articles have been written, the majority of which seem to substantiate an assumed position or are obviously predicated upon a biased point of view. This does not necessarily mean that the viewpoint so taken is untrue or mistaken. It does, however, mean that the author is not dealing with his subject objectively. A particular aspect of a given situation is discussed and suitable examples are used to prove or illustrate that particular aspect, but only the rare exception contains any statistical analysis or objective data to substantiate the assumed position. 1/

This is illustrated in the following quotation which is typical of much of the writing in the field.

> Teachers who live under a dictatorial system and in turn practice dictatorship on their classes naturally prefer a similar pattern in their trade union life. Manifestations of this are found in the common preference of a man for president, in the tendency for the women to gather round their president to protect him from criticism, and to win his favors by anticipating his every wish, just as they do with their principal. . . .
>
> This argument leads to the conclusion that the majority of elementary school teachers do not want democracy, would actually resent a democratic school administration, a democratic union. 2/

1/ Much of the material reviewed in this chapter consists of this type of subjective article. For a summary of the material which might more properly be considered research in the field, the reader is referred to p. 25 to the end of the chapter.

2/ Kermit Eby, "Do Teachers Want Democracy," American School Board Journal, 108:26, February, 1944.

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1/ Much of the material reviewed in this chapter contains this type of subjective article. For a summary of the material which might more properly be considered in the field, the reader is referred to p. 28 to the end of the chapter.

2/ Harold Eby, "Do Teachers Want Democracy," American School Board Journal, 108:28, February, 1944.

The assumptions are made here that teachers work under dictatorial conditions and, accordingly, practice dictatorship in their classroom procedures. Therefore, teachers' organizations, to be accepted by teachers, will naturally be undemocratic. The implication that teachers do not want democracy either in school administration or in their own organizations is surprising. This may be true, or it may be false. It may be true for some teachers or groups of teachers and false for others. In any event, it cannot be assumed as true or false, and no good educational end is served by writing which is based upon such loose assumptions.

Another such article which opposes the advisability of teachers' affiliation with the American Federation of Teachers is based upon similar loose assumptions.

> The American teacher who joins an organization that uses force as a means of bringing about change, thereby declares, either that education is ineffective and impotent, or that he is unwilling, too impatient, to accept the slow, gradual, oft-called inefficient educational methods that characterize a democratic social order. Resort to might or force not only negates a belief in the efficacy of education as an instrument of change; it also involves public-school teachers in a fight against themselves, for, after all, teachers pay taxes and are thus co-owners of the institution known as public education. . . .
>
> When these facts are considered, it seems rather odd that teachers must resort to methods of pressure and force in order to attain their objectives professional and otherwise. . . .

The methods of might and force are based on the premises of ignorance and propaganda. 1/

First there is the assumption that something undefined but termed "might and force" is an accepted instrument of the American Federation of Teachers, and, therefore, of the teacher who joins the organization. Second, the author assumes that force is, per se, an undesirable instrument to be exerted by educators. Upon these assumptions the article attempts to argue that teachers should do as the author believes they should, not as can be objectively demonstrated as best or desirable.

This tendency to presupposition is not confined to the members of any one group. Those in favor of teachers' unions, those opposed to unions, those upholding the banner of their favorite organization, and those engaged in attacking other groups are all too prone to argue rather than to present facts.

Fordyce 2/ indicates that this is true of the official organ of the American Federation of Teachers, The American Teacher.

1/ C. Currien Smith, "Should Teachers Organize As A Trade Union," School and Society, 53:26-27, January 4, 1941.

2/ Wellington G. Fordyce, The Origin and Development of Teachers' Unions in the United States, Unpublished Doctoral Dissertation, Ohio State University, Columbus, Ohio, 1944.

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> It noticeably devotes most of its space to union interests. Every issue has some material presenting the Federation's point of view upon teachers' unions and restates in various forms the arguments that are found in literature which favor teachers' unions and an affiliation with organized labor. This tedious repeating of arguments upon affiliation with organized labor is an outstanding characteristic of the magazine. Every issue is marked by it and even the casual reader must notice it. The repetition of argument that is found in The American Teacher is transferred to the other materials published by the union. Articles and pamphlet materials are based upon the magazine and have the same characteristics. It is a major source of promotional literature for circularizing teachers upon the merits of teachers' unions. . . .
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> On the whole, professional articles in The American Teacher cannot compare with those in other professional publications in the field of education. The difficulty of producing a magazine which is devoted to the major cause of teacher unionization, and yet at the same time tries to deal with classroom problems, is almost impossible. The American Teacher actually is the publicity organ of the Federation, rather than a professional publication. 1/

Fordyce's comments are based upon an analysis of the magazine's contents for the year 1940-1941 by its editor. 2/

As has been noted, similar writing also characterizes most of the articles in teachers' journals. Less tedious repetition of long-standing and unproved arguments and more objective search for the facts concerning the work of teachers' organizations in order that improvement may be brought about would seem to be highly desirable.

This is more true today than at any period in the

1/ Ibid., p. 164-165.

2/ Loc. cit.

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1/ Ibid., p. 184-185.

2/ Loc. cit.

history of American education. The pressure upon teachers to join this or that organization is great. Everyone, it seems, has a plan intended to improve the lot of the teacher.

> I propose now to add to this list the American Teachers' Association to serve the same purposes as those of other recognized professional unions. First, I would have the association set up standards of educational preparation and fitness (including preparation) for membership. I would classify members into apprentices, Journeymen, and Master Teachers. Next I would set up standard minimum salaries per year for each of these three classifications. . . .
>
> Yes, I say it is time the teachers should organize as a guild of skilled workers, a union, to regulate preparation for teaching, qualifications for admission, and pay for services. 1/

For years teachers have been bombarded with propaganda of this type. Numerous plans for associations have been formulated and proposed. However, the American teacher is not being pushed into the ranks of any single organization and, apparently, no amount of argument is going to sway him from the ranks of his traditional professional associations.

The problem of the present investigation was to avoid adding to the mass of personal opinion prevalent in this area and to contribute factual data concerning the present work of local teachers' associations.

1/ E.A. Cross, "Time For A Teachers' Union," School and Society, 61:242-243, June 21, 1945.

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1/ E.A. Cross, "Time For A Teachers' Union," School and Society, 61:242-243, June 21, 1945.

Lack of satisfaction among teachers concerning the present work of their associations.-- In 1946 the writer conducted a study[1/] of the opinions of a randomly-selected group of teachers in Massachusetts concerning many aspects of union organization for teachers.

This study revealed that 93 per cent of the teachers participating in the survey belonged to their local associations, 78 per cent belonged to state associations, and 46 per cent were members of national teachers' groups. Only 4 of the 347 participating teachers were members of teachers' unions. Thus, this group could by no means be considered prejudiced against traditional teachers' associations because of prior membership in teachers' unions.

Yet, only 6 per cent of this group of teachers, 93 per cent of whom belonged to the traditional type local association, believed that present teachers' organizations were now providing adequate solutions to teachers' problems. A total of 86 per cent of this group replied "yes" to the direct question, "Do teachers need more effective organization?"

The number of teachers represented in this study was small, and the study was limited geographically to

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1/ Frank L. Steeves, Union Organization for Teachers: An Evaluation By Teachers, Unpublished Master's Thesis, Boston University, School of Education, Boston, Massachusetts, 1946.

Lack of satisfaction among teachers concerning the present work of their associations.-- In 1940 the writer conducted a study of the opinions of a randomly-selected group of teachers in Massachusetts concerning many aspects of union organization for teachers.

This study revealed that 89 per cent of the teachers participating in the survey belonged to their local associations, 73 per cent belonged to state associations, and 40 per cent were members of national teachers' groups. Only 4 of the 547 participating teachers were members of teachers' unions. Thus, this group could by no means be considered prejudiced against traditional teachers' associations because of prior membership in teachers' unions.

Yet, only 8 per cent of this group of teachers, 83 per cent of whom belonged to the traditional type local association, believed that present teachers' organizations were now providing adequate solutions to teachers' problems. A total of 86 per cent of this group replied "yes" to the direct question, "Do teachers need more effective organization?"

The number of teachers represented in this study was small, and the study was limited geographically to

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Massachusetts. Nevertheless, the fact that such a minor percentage of the group expressed satsifaction with the work of their present organizations is evidence that large numbers of teachers, perhaps even a majority of teachers, need and desire more effective organization.

In her thesis, Teachers Need More Effective Organization, Elizabeth V. Foster[1/] has completed a very thorough argument to the effect that teachers do need more effective organization. This thesis offers much material from a variety of sources as proof of the contention.

The appearance of the many argumentative and subjective articles in teachers' professional journals, such as have been previously referred to, is in itself evidence of doubt that present associations are functioning effectively. Such articles are written by teachers or former teachers and must be representative of the attitudes and opinions of many persons now teaching.

The development of the American Federation of Teachers from nothing in 1916 to a strong, well-organized national union of over 35,000 members in 1940[2/] is further evidence that many teachers doubt the efficiency of the traditional

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1/ Elizabeth V. Foster, Teachers Need More Effective Organization, Unpublished Master's Thesis, Boston University, School of Education, Boston, Massachusetts, 1934.

2/ Fordyce, op. cit., p. 130-137.

type of teachers' association.

However, 35,000 is a small minority of the 800,000 members of the teaching profession. The goal to work for still would seem to be the improvement of the traditional teachers' association. The present investigation was intended to provide information on the local level which would help in bringing about future improvement.

Reaction of local association officials to the present study.-- A total of 287 local associations in New England and New York State participated in this study. Each of the participants was asked to indicate on a self-addressed postal card his reaction to the study. Of the first 250 local association presidents who agreed to participate, 221 expressed a positive reaction, indicating that the study was valuable, worthwhile, timely, or of great interest.

Typical comments selected from the postal cards are the following:

> It may, through its findings, assist us in improving ourselves.
>
> I should like to know the results of this survey, or at least how our organization compares with others of this type.
>
> I think it ought to be very helpful for our association. I am sure we can benefit by the findings you make from your study. My association voted unanimously to be included.
>
> Should be very helpful to all locals if results are published.

type of teachers' association.

However, 58,000 is a small minority of the 800,000 members of the teaching profession. The goal to work for still would seem to be the improvement of the traditional teachers' association. The present investigation was intended to provide information on the local level which would help in bringing about future improvement.

Reaction of local associations officials to the present study.-- A total of 287 local associations in New England and New York State participated in this study. Each of the participants was asked to indicate on a self-addressed postal card his reaction to the study. Of the first 280 local association presidents who agreed to participate, 221 expressed a positive reaction, indicating that the study was valuable, worthwhile, timely, or of great interest.

Typical comments selected from the postal cards are the following:

It may, through its findings, assist us in improving ourselves.

I should like to know the results of this survey, or at least how our organization compares with others of this type.

I think it ought to be very helpful for our association. I am sure we can benefit by the findings you make from your study. My association voted unanimously to be included.

Should be very helpful to all locals if results are published.

> . . . that it should provide valuable information as to policies and practices employed by the groups studied.
>
> Very happy to cooperate in the study and hope the results will be available to us for improvement of our association.
>
> It would be well to learn if our aims and objectives are in line with the trend of such organizations.
>
> Such a study should be of help in improving the activities of teachers' associations.
>
> I believe that this study will be valuable and wish to participate for my local association.
>
> Local organizations can be powerful influences in education. Surveys should be made so that best can be derived.
>
> Splendid idea.
>
> I should be happy to cooperate in any way I can to promote your study which I feel will be of considerable value to the teaching profession.
>
> It will be very instructive to learn what other associations are doing.
>
> I think that this survey is an excellent way to canvass the teaching profession in order to find the best types of association programs and to show how we may improve our own local association for the benefit of the teachers, parents, and students.

Twenty-eight of the first 250 participants expressed no reaction. However, their willingness to cooperate indicated that they were interested in this study as least to the point of being willing to cooperate actively.

One of the first 250 participants thought the study "questionable, except for statistical purposes."

It was noted that as the number of participants in the

study increased, the above ratios remained constant. The few participants who doubted the value of the study obviously objected to the inquiry-form technique or to the use of the results except as statistics.

There were 303 local associations among those sampled which did not participate. An analysis of the reasons for declining to participate given by 182 or 60 per cent of this total showed that only 0.3 per cent of the 182 were doubtful of the need for the investigation. Reasons for non-participation were almost entirely presented as personal or of such a nature that the need for this study was further evidenced. For example, 49 or 16 per cent stated that their local associations were too inactive to provide data of value to the study.[1/]

An excellent sample of this type of reaction is illustrated in the letter on the following page, which letter was received from a president of a local teachers' association in Massachusetts.

The need for the present study has thus been set forth in terms of first, the lack of scientific research in the field; second, the predominating tendency to opinion and prejudice in articles concerning local teachers' associations; third, the lack of satisfaction among teachers

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1/ See Table 3 on p.96 of this thesis.

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The need for the present study has thus been set forth in terms of first, the lack of scientific research in the field; second, the predominating tendency to opinion and prejudice in articles concerning local teachers' associations; third, the lack of publication among teachers

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[1] See Table 3 on p. 80 of this thesis.

December 2, 1948

Dear Mr. Steeves,

Your letters weren't answered as our association, I am sorry to say, is a very inactive one, and I, as its President, wouldn't have any data to forward to you. At one time we held regular meetings but sad to relate, we haven't had one for years. We simply drift on without elections and meetings, and so it would be difficult for me to forward any information to you. About all we do is pay our dues.

I am not trying to place the blame on anyone, but merely explaining why we haven't answered your letters and filling in your desired information. I only wish it were possible for me to help you but as conditions are, I wouldn't have anything to place at your disposal.

It is hard for me to explain this regrettable condition, and as a teacher . . . , I can't say more.

Sorry I can't assist in your worthwhile endeavor.

Sincerely,

/s/_____ 1/

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concerning the present work of their associations; and fourth, the positive reactions of both participating and non-participating local association presidents to the study.

Previous and Related Research

Research appearing in teachers' professional journals.--From January, 1931, through December, 1947, the Review of

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Research concerning in teachers' professional journals.--

From January, 1931, through December, 1947, the Review of

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Educational Research lists three summaries[1] dealing with teachers' associations, organizations, and unions. The bibliographies accompanying these articles purport to represent a complete or nearly complete list of major research studies in the field. Only 24 items in the three bibliographies appeared as articles in teachers' magazines, and of these 24, 16 appeared in the National Education Association Journal.

As has been noted, most of the writing on the subject of teachers' associations published in teachers' professional magazines is subjective, argumentative, and of little research value. The lack of common purpose among authors of such articles is an excellent example of the lack of common goals among teachers, a favorite subject of these writers.

The writer studied over 200 articles, editorials, and letters noted in The Education Index[2] and in the separate cumulative indices of leading professional educational journals from 1929 to the present.

These articles were read with two questions in mind:

1/ Peterson, et al., op. cit.; Umstattd, op. cit.; Corey, op. cit.

2/ The Education Index, Published Monthly except during March, June, and August, The H.W. Wilson Company, New York, New York.

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1/ Peterson, et al., op. cit.; Umstattd, op. cit.; Dorsey, op. cit.

2/ The Education Index, Published Monthly except during March, June, and August, The H.W. Wilson Company, New York, New York.

First, is it research, and second, is the research chiefly pertinent to the field of teachers' local associations? In order to answer the first question in the affirmative, the article must have met the following criteria:

a. A problem must have been defined.

b. The problem must have been attacked by the writer with some systematic procedure.

c. The writer must have defined some conclusion as a result of his study.

In order to answer the second question in the affirmative, the data gathered during the research must have been obtained from the records of local teachers' groups or given by their responsible officials.

Not one article was found measuring up to the criteria set forth.

Many of the articles examined were concerned chiefly with criticism. Spalding,[1] in a typical article, reiterates the often-heard criticisms. First, school administrators have control of teachers' associations. "Most educational organizations are overgrown company unions."[2] Second, present organizations are not effective in obtaining the passage of legislation affecting schools. Third, present organizations are a "hodge podge" in their membership,

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2/ Loc. cit.

admitting both administrators (management) and teachers (labor). As such, they resemble a wierd mixture of the Congress of Industrial Organizations and the National Association of Manufacturers rolled into one. Spalding, pessimistically, feels that they cannot improve because of the predominance of conservative dead weight and will probably remain the "nice ineffectual" groups which they are now. 1/

This article is typical of many, but it is not the function of this investigation to evaluate one against the other. Since none represents research as defined, to agree or disagree would add nothing to what we know.

To illustrate this point, note carefully the titles of the following three articles.

1. "Should Teachers Organize As A Teachers' Union?" C.C. Smith. 2/
2. "Shall We Defend Education and How? Reply to C.C. Smith," A. Tauber. 3/
3. "Anti Strike Policy of The American Federation of Teachers, Rejoinder to A. Tauber," C.C. Smith. 4/

1/ Ibid., p. 42

2/ C.C. Smith, "Should Teachers Organize As A Teachers' Union?" School and Society, 53:25-27, January 4, 1941.

3/ A. Tauber, "Shall We Defend Education And How? Reply to C.C. Smith," School and Society, 53:416-418, March 29, 1941.

4/ C.C. Smith, "Anti Strike Policy of The American Federation of Teachers, Rejoinder to A. Tauber," School and Society, 53:789-791, June 28, 1941.

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2/ O.O. Smith, "Should Teachers Organize As A Teachers' Union?" School and Society, 53:25-27, January 4, 1941.

3/ A. Teacher, "Shall We Defend Education And How? Reply to O.O. Smith," School and Society, 53:418-419, March 29, 1941.

4/ O.O. Smith, "Anti Strike Policy of The American Federation of Teachers, Rejoinder to A. Teacher," School and Society, 53:[illegible], June 28, 1941.

The content of this series of belligerent, argumentative articles is summarized completely in their titles. The answer to the question posed in the first title is set forth in the writer's opinion as "no." The term "undemocratic" appears prominently in his argument.

He is answered in the second article by the implication that trade unions are largely responsible for American public education as we know it today. Therefore, teachers owe it to themselves and to democracy to ally with the champion of public education -- labor. The term "fascist" is used in such a way that the reader wonders if those who disagree must be considered fascists.

The third article points out the first author's resentment to this implication. Unfortunately, he indicates that "communism" was not mentioned by the author of the second article, and whether or not it is intended, the reader wonders if communism has something in common with the unionization of teachers.

Need it be further emphasized that this, while it may be literature in the field, is not research in the field. The only fact brought out in the three articles is that the written constitution of the American Federation of Teachers does not prohibit strikes.[1] Yet, it is also a fact that the

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American Federation of Teachers maintains an official no-strike policy.[1] On this point these two authors argued, and the arguments failed to convince.

This series is typical of over 20 such articles, charges and counter-charges, statements and denials, examined by this writer. Whether right, wrong, or not pertinent, all must be rejected as of no research value.

H. Gordon Hullfish[2] when asked to write a statement "against teachers' unions" objected strongly to the wording. He rejected the necessity for being against something even though one is not definitely for it. He was willing to accept the fact of the existence of many institutions which he was neither for nor against, and he was willing to evaluate these institutions in light of their accomplishments in the total situation of which each was a part.[3]

While this item is not set forth as an example of research, it does illustrate the research attitude, seldom found in any such controversial area.

Contrast the willingness to weigh, to evaluate, to

1/ Incorrect statement made by A. Tauber, op. cit. p. 417.

2/ H. Gordon Hullfish, "Educators, Education, and Teachers' Unions," School and Society, 59:81-83, February 3, 1944.

3/ Ibid., p. 81.

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withhold final judgment, to keep an open mind as set forth here with the positive final reaction illustrated in the following.

> The public school in America has wholly escaped from the tyranny of one-man control whether he be soldier, king, or high-priest. Shall a more dreadful tyranny, the tyranny of an interested mob, now dictate the policies and control the actions of the people through dangerous pressure upon their chosen representatives. Can a republic be safe when its servants are answerable not to the people, not to the chosen representatives of the people, but to their own court of review?
>
> Nobody will question the right, nay even the desirability, of teachers organizing for professional purposes, for social contacts, for the improvement of themselves in service. Everybody, except a small minority of teachers, does question their right as public servants to set themselves up as judge and jury in the cause of pecuniary interest to themselves. 1/

It would be futile to review all of the personal opinion and prejudice written into the pages of teachers' journals. Some objective studies are available, and it is with these few that this section is primarily concerned.

For example, data concerning the actual membership of the National Education Association as well as the membership of other educational organizations is listed in the National Education Association Journal. 2/

1/ A statement by L.C. Ward, Superintendent, Public Schools, Fort Wayne, Indiana, quoted in "The School Executive Looks at The Teachers' Federation," Nations Schools, 3:43-46, March, 1929.

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Membership in teachers' unions is published by the unions in their pamphlets and also by others interested in the union movement.

> During the past two years membership in the American Federation of Teachers has shown a marked increase. Irvin B. Kuenzli, secretary-treasurer of the federation, states in a recent issue of the American Teacher that membership has almost doubled within the past two years. In June, 1938, the total paid-up membership was 30,130, which represented a gain of 8,127 members over the preceding year. During the fiscal year ending in May, 1938, sixty-three locals were chartered. . . . Approximately 64 per cent of the membership is confined to the states of Illinois, New York, and Ohio. Minnesota, Georgia, and Pennsylvania account for another 16 per cent of the membership. These six states now provide 80 per cent of the total membership. 1/
>
> Is the Federation making progress? Yes, while most social and educational organizations struggled during the depression years to maintain their respective memberships, the membership of the American Federation of Teachers has multiplied five times and has been doubled in a period of less than two years.
>
> The American Federation of Teachers is one of the most rapidly growing unions in the American Federation of Labor. In the city of Chicago alone more than 8,000 teachers representing approximately two-thirds of the teachers of that city are members of the American Federation of Teachers, Local No. 1, the largest teachers' union in the world. 2/

Whether the figures given by interested organizations in their journals and pamphlets are to be unqualifiedly

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1/ "Growth in the Membership of the American Federation of Teachers," editorial comment, Elementary School Journal, 39:251-252, December, 1938.

2/ Questions and Answers About the American Federation of Teachers, a pamphlet published by the American Federation of Teachers, Chicago, Illinois, undated.

accepted is questionable. Caroline Bengston Hastings[1] expressed the belief that the claims made by some unions are greatly exaggerated insofar as membership is concerned.

However, the figures are presented as true and do represent the data available to presumably professionally honest workers in education.

Figures and facts concerning the activities of local teachers' associations in New York State for the year 1941 are presented in a summary of a survey made by the New York State Teachers Association.[2] However, this summary appears to confuse the activities carried on by local teachers' associations with the work usually associated with local school departments.

> Seventy is the compulsory retirement age in 28 of the 45 cities, 26 of the 68 villages, and five of the 23 supervisory districts. . . .
>
> Salaries are paid in a variety of ways, the ten-month plan being most popular in the cities, and the twelve-month plan in the villages and rural districts. 3/

No evidence was presented to indicate that the practices so followed were in any way the result of the policy or desire of local teachers' associations.

1/ Caroline Bengston Hastings, "Membership in Teachers' Unions," American School Board Journal, 95:49, July, 1937.

2/ "The 1941 Survey of the New York State Teachers' Association," School and Society, 55:467, April 25, 1942.

3/ Loc. cit.

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2/ "The 1941 Survey of the New York State Teachers' Association," School and Society, 55:467, April 26, 1942.

3/ Loc. cit.

One of the few research articles[1] examined by this writer noted the tendency of educators to confuse the problems of teachers' professional organizations with the problems of schools as public institutions. This article summarizes the work of a committee of the Michigan Education Association which studied the goals, methods, and organization of a proposed public relations program. Search of the literature had revealed no "very definite or extensive contribution to the theory and practice of a public relations program for a professional educational organization."[2] After over a year's work the committee formulated in tentative form a series of principles and criteria proposed as guides in setting up a public relations program.

The proposed criteria, which might be applied to a local teachers' association as well as to a state teachers' association, are given as follows:

1. Sound organization must provide for active and vigorous expression of sound basic principles. . . .
2. Sound organization must be functional in its use of personnel. . . .
3. Sound organization must be built upon and serve real needs. . . .

1/ Wendell Vreeland, "The Public Relations Program of a Professional Teachers' Organization," Education, 55:337-341, February, 1935.

2/ Ibid., p. 338.

4. Sound organization must unite in the hands of the members of the association or of their respective representatives the functions of (1) policy formation, (2) projection of program, and (3) appraisal as they relate to public relations. . . .

5. Sound organization must delegate the actual administration of the major parts of a formal public relations program to responsible individuals and hold them strictly accountable. . . .

6. Sound organization must recognize the inevitability of continuing modification and change. . . . 1/

Despite the work of several individuals for over a year in formulating the policies stated in the article, all principles and criteria were suggested as purely tentative.

Frank W. Hubbard, in an article 2/ indirectly related to this study described the activities of about 50 national teachers' organizations to foster better international relations.

He found the weaknesses of such programs among teachers' national groups to be due to first, duplication of effort; second, indifference of leaders; third, insufficient distribution of information; fourth, poor contact between leaders of professional education associations in the United States and leaders of such groups in other countries; fifth, lack of vision; and sixth, lack of support by the

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1/ Ibid., p. 339-341.

2/ Frank W. Hubbard, "Professional Organizations in Education," International Frontiers in Education, The Annals of The American Academy of Political and Social Science, 235:113-121, September, 1944.

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2/ Frank W. Hubbard, "Professional Organizations in Education," International Frontiers in Education, The Annals of The American Academy of Political and Social Science, 235:113-121, September, 1944.

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While this article is not directly pertinent, it is a statement by a recognized leader in the field of teacher organization, which statement we may accept with reasonable certainty as accurate.

One statement is particularly pertinent. When speaking of the number of teachers' local associations Hubbard said, ". . . There must be five thousand, although no one has yet presented a reliable count."[1/]

A series of three articles by Arthur H. Rice concerning the attitudes of state education associations on various educational problems might also be considered as research and as somewhat pertinent to the present study. These articles were based upon the replies of 43 state teachers' associations to a questionnaire submitted to them by Mr. Rice. Since the membership of state teachers' associations and the membership of local teachers' associations within the states overlaps to a considerable degree, such reactions were presumably those of local leaders although none of the articles dealt directly with the work of local teachers' associations.

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1/ Ibid., p. 113.

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finance,[1] federal aid,[2] and school housing.[3]

Such a series indicates considerable thought on the part of state teachers' groups in these matters. However, no specific conclusions were noted concerning the activities being undertaken by any state association to obtain, for example, new sources of revenue for public education, one of the items upon which the associations expressed a favorable attitude. Also to be noted is the negative attitude of state teachers' associations toward current federal aid proposals because of the fear of federal control. They were willing to endorse federal aid, but only with many qualifications. Again, however, no specific courses of action being undertaken by any of the groups were noted.

The National Education Association Journal over the past 20 years contains hundreds of articles, editorial opinions, and news items concerning the work of local affiliated associations, and taken as a total, these items probably contribute much incidental data of research interest. However, the natural tendency to emphasize the

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3/ Arthur H. Rice, "Equitable School Housing," Nations Schools, 23:57-58, January, 1939.

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[3] Arthur H. Rice, "Equitable School Housing," Nations Schools, 23:27-29, January, 1939.

desirability of National Education Association affiliation reduces most of these items, individually, to the level of Association propaganda.

Of the 16 Journal articles reported in the Review of Educational Research, 11 concerned membership figures, one concerned a column periodically appearing in the Journal entitled, "Our Local Affiliated Associations," one set forththe National Education Association's plans for enrollment,[1] and three related to three of a series of four articles by Agnes Winn, dated February, 1925;[2] March, 1925;[3] and May, 1925,[4] respectively.

These articles present a list of the activities being carried on in each of the areas concerned by less than 20 selected local associations which are affiliated with the National Education Association. The articles are of value insofar as they do describe the types of programs actually

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1/ "How It Is Done, Effective Professional Enrollment Plans," National Education Association Journal, 18:239, October, 1929.

2/ Agnes Winn, "Teachers Loan and Relief Funds," National Education Association Journal, 14:62, February, 1925.

3/ Agnes Winn, "Benefit Services of Local Associations," National Education Association Journal, 14:93, March, 1925.

4/ Agnes Winn, "Lecture and Entertainment Courses," National Education Association Journal, 14:167, May, 1925.

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3/ Agnes Winn, "Benefit Services of Local Associations," National Education Association Journal, 14:93, March, 1925.

4/ Agnes Winn, "Lectures and Entertainment Courses," National Education Association Journal, 14:187, May, 1925.

being undertaken by certain, probably better than average, local teachers' associations in particular communities. Taken as a group, these writings illustrate that particular local teachers' associations are engaging in a variety of worthwhile projects. One of the major goals of the present study was to determine the extent to which the great body of local teachers' associations are engaging in worthwhile, purposeful programs.

It seems to the present writer that the many items appearing in both the Journal[1] and in the Proceedings[2] of the National Education Association were summed up adequately and logically presented in the current National Education Association Handbook and Manual[3] and in the newly published National Education Association Research Bulletin, Local Education Associations at Work.[4]

Occasionally, articles of research interest from a historical viewpoint have appeared in teachers'

1/ Journal, The National Education Association, National Education Association of the United States, 1201 16th Street Northwest, Washington, D.C.

2/ Proceedings, The National Education Association, National Education Association of the United States, Washington, D.C.

3/ Handbook and Manual, The National Education Association, National Education Association of the United States, Washington, D.C., August, 1948.

4/ Local Education Associations at Work, op. cit.

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A similar article is that by William A. Cook[4] who noted the conditions contributing to the rise of teachers' unions, with particular reference to the American Federation of Teachers as well as the probable significance of unions to American education.

An early but fairly extensive report on the activities of state education associations previous to 1909 is that

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3/ Fordyce, The Origin and Development of Teachers' Unions in the United States, op. cit.

4/ William A. Cook, "Rise and Significance of the American Federation of Teachers," Elementary School Journal, 21:440-460, February, 1921.

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Theses and published works in the field.-- The first comprehensive study in the field of teachers' associations was completed in 1910 by Alexander,[2] who surveyed the work of teachers' voluntary associations in the United States. Alexander's main source of information was the proceedings of the various organizations. He also utilized the data given in various historical and original sources in the annals of American education.

This study analyses the work being done at that time for the economic betterment of teachers. It further treats of the influence of teachers' groups on legislation, the place of women in associations existing at that time, and the various types of associations which existed at that time.

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1/ Charles S. Foos, "State Educational Associations," Report, United States Commissioner of Education, 1909, p. 251-274.

2/ Carter Alexander, Some Present Aspects of The Work of Teachers' Voluntary Associations in The United States, Teachers College Contributions to Education No. 36, Columbia University, New York, New York, 1910.

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1/ Charles S. Foos, "State Educational Associations," Report, United States Commissioner of Education, 1908, p. 831-874.

2/ Dexter Alexander, Some Present Aspects of The Work of Teachers' Voluntary Associations in The United States, Teachers College Contributions to Education No. 36, Columbia University, New York, New York, 1910.

> representative cities with a population of thirty thousand and over. In addition to these, hundreds of associations of various kinds have been examined incidentally. County associations and those in towns and villages are not included because it is wholly impossible to secure adequate data on them, . . . 1/

Since the study did include city associations, some aspects are pertinent to this present study. The conclusions most relevant to the present study may be summarized in the following points.

First, by 1910 the tendency for teachers to group themselves into specialized groups on the basis of subject taught, grade level of the teacher, sex, or special interest had become widespread to the point of exaggeration. Although this tendency was still spreading rapidly, a slight counter tendency toward greater affiliation was noted.

Second, the city associations were much more active in their attempts to influence legislation than were state groups.

Third,

> The associations are more and more tending to take for granted the right of the profession to influence legislation and to try to devise institutional schemes for securing better representation and more active participation of all teachers in promoting legislation. 2/

Fourth, although women teachers were in the majority,

1/ Ibid., p. 3-4.

2/ Ibid., p. 98.

they held few positions of importance except in a few of the city associations. However, women were beginning to assert an aggressiveness that led Alexander to conclude they would tend to take far more part in association activities in the future.

In 1926, Granrud[1] made a thorough study of state teachers' associations. This was a detailed account of the aims, organization, and activities of such associations. He reached the following conclusion.

> As a rule, state teachers' associations have been compelled to give so much time and effort to the development of their organizations that little time and effort could be devoted to achieving the ends, for the attainment of which these organizations exist. With a widely spread membership, composed of teachers with short tenure in the profession, it might seem almost impossible for them to carry on tangible and specific programs of work. But many associations, such as those of Illinois, Michigan, Pennsylvania, Washington, and Missouri, have already been able to attain worthy ends which were foreseen. There is reason to believe that every association can make a real contribution to education and to society. 2/

It is noted that Granrud's study included no state association which maintained a specific, real, workable chain of organization from the state association to the local groups. That is, in no state association were the

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1/ John Granrud, The Organization and Objectives of State Teachers' Associations, Teachers College Contributions to Education, No. 234, Columbia University, New York, New York, 1926.

2/ Ibid., p. 68.

local teachers' clubs shown to be an actual integral part of a closely-knit association.

Peterson[1] takes note of three additional studies in the field of state teachers' associations.

> In 1928 Steele using the constitutions and by-laws of forty-five state associations including the amendments adopted between the years 1923 and 1928, and the minutes of the North Dakota Education Association since its organization, arrived at the following conclusions. [2]

The conclusions noted by Peterson are entirely concerned with the organization of state teachers' associations, including such topics as their constitutions, types of amendments, and bylaws.[3]

A Handbook was published by Hosman[4] which summarizes the objectives, activities, and organization of state teachers' associations.

Goodrich[5] studied the financing of state teachers'

1/ Peterson, Review of Educational Research, op, cit., p. 52-53.

2/ Ibid., p. 52.

3/ Noah E. Steele, Constitutions and Bylaws of State Teachers' Associations, Unpublished Master's Thesis, State University of Iowa, 1928, Reported by Peterson, Loc. cit.

4/ Everett M. Hosman, et al., State Teacher Organizations, National Association of Secretaries of State Teachers' Associations, Chaplin Printing Company, Lincoln Nebraska, 1926, Reported by Peterson, Ibid., p. 53.

5/ T.V. Goodrich, "Financing State Teachers' Associations," Proceedings, The National Education Association, 63: 114-116, Washington, D.C., 1925, Reported by Peterson, Loc. cit.

associations, noting the dues paid by members, salaries of paid employees, and the percentage of eligible teachers enrolled in each state teachers' association.

Similar to these studies is Selle's[1] analysis of the organization and activities of the National Education Association. Selle limited his study to the period from 1918 to 1928. He considered Alexander's study to be adequate for the period before 1910 and indicated no significant change in the Association between 1910 and 1917.

The purposes were to provide an analysis of the National Education Association which would be of value to those interested in educational associations and to "furnish content for the developing field of educational sociology."[2]

As sources Selle used the records and reports of the Association, editorials and articles in secondary sources, and personal interviews with Association leaders.[3]

He found the National Education Association to be:

> . . . an organization of professional and casual teachers; largely feminine in membership; largely

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1/ Erwin Stevenson Selle, The Organization and Activities of The National Education Association, Teachers College Contributions to Education, No. 513, Columbia University, New York, New York, 1932.

2/ Ibid., p. 5.

3/ Ibid., p. 6.

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[1] Irvin Stevenson Selle, The Organization and Activities of The National Education Association, Teachers College Contributions to Education, No. 312, Columbia University, New York, New York, 1928.

[2] Ibid., p. 3.

[3] Ibid., p. 6.

> masculine in leadership; nonexclusive; opportunistically promoted; rapidly expanding; nonspecialized; nonpolitical; nonmilitant; cooperative in spirit; relatively insecure; without clearly defined objectives; nominally, but not functionally, representative in government; possessing effective executive machinery, mainly secondary in the contacts which it provides for its members; without extensive control over its members; without a technique of self-criticism. 1/

Brooks' 2/ study of the opinions of teachers concerning the services of the National Education Association is pertinent to the present investigation. Ninety-four per cent of the randomly-selected participants were members of the Massachusetts Teachers' Federation. Since the membership of individual teachers in the Massachusetts Teachers' Federation is contingent upon membership in a local teachers' association, it is safe to conclude that at least 94 per cent of the participants were members of their local associations.

Brooks found that the services of the National Education Association which were condemned by teachers as being poorly provided were the same services which teachers admitted they were not working to provide in their local situations. The services which teachers considered were

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1/ Ibid., p. 162.

2/ Kenneth T.H. Brooks, Teachers' Opinions of Actual and Potential Services of the National Education Association, Unpublished Master's Thesis, Boston University, School of Education, Boston, Massachusetts, 1948.

1/ Ibid., p. 102.

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being rendered by the National Education Association were the same services which teachers were working to secure in the local situation.

This finding is basic to the present study. The weaknesses of traditional teachers' associations exist because of the apathy of teachers at the local level. Organizations intended to function effectively in local communities are not built from the national level. The strengths of any institution are the strengths which exist at the level in which it must function. Until further study is made of teachers' associations at the local level and until the characteristics of active local teachers' associations are made known, the pessimistic forecast of Spalding[1] that teachers' organizations will never improve is a certainty to remain true.

A major study in this area was that of Hoffman[2] who investigated the status of teachers' associations in large cities. Hoffman, writing in 1936, found "no studies of teachers' association activities giving data for the cities under consideration complete and recent enough to use in lieu of first-hand information."[3]

1/ Spalding, op. cit.

2/ M. David Hoffman, Status of Voluntary Teachers' Associations in Cities of 100,000 or More, United States Office of Education Bulletin No. 6, Washington, D.C., 1930.

3/ Ibid., p. v.

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3/ Ibid., p. v.

He cites Alexander as making the "most extensive contribution to this subject."[1]

Hoffman's study was conducted by inquiry forms sent to superintendents of schools and to officers of local associations in 68 cities. Fifty-eight of the superintendents replied. Information on the remaining 10 associations was secured from the National Education Association or, in Philadelphia, after consultation with local leaders in teacher-association work.[2]

Conclusions were based on data derived from an analysis of 176 associations in 57 of the 68 cities. The total of 176 was 52 per cent of the eligible associations. The associations were in cities well distributed geographically over the United States.

This is a very comprehensive report within the limits set up by the study. The general findings are as follows:

1. The number of associations in a city ranges from 1 to 45, with a median of 3 per city.
2. The associations are well distributed geographically throughout the United States, the southern section having the fewest and the eastern section the most.
3. The median size of an association is from 300 to 499 members. For associations of a general character, including almost all groups in the local school system, the median size is approximately 1,000.
4. Teachers' associations vary in function and type of membership. In most cities there is one large

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1/ Ibid.,p. v.

2/ Ibid., p. vi.

1/ Ibid., p. v.

2/ Ibid., p. vi.

city association in addition to several smaller ones.

5. Teachers' associations are in most cases open to both sexes.

6. They usually meet monthly.

7. They are increasing in number each decade.

8. They are democratic in control and are representative of the teachers.

9. They have broad aims and purposes offering opportunity for expansion and adjustment to new conditions.

10. They are agencies designed to promote a professional attitude toward teaching.

11. They seek to aid in the professional improvement of teachers in service, especially through lectures, university extension or other courses, and research projects.

12. They aim to be helpful to the local school administration in such matters as formulating policies, securing school publicity, developing curricula and methods of instruction, preparing salary schedules, providing training in service, and adjusting personal difficulties.

13. They provide social and recreational activities for their members in order to develop esprit de corps and good fellowship. These activities consist largely of luncheons or dinners, general "get-togethers," receptions, music, and athletics.

14. They have developed a wide range of welfare, benefit, and philanthropic activities. Outstanding are (1) aid to needy teachers; (2) seasonable gifts to needy, and to public institutions or to public funds for communal purposes; (3) group insurance; (4) protection of legal and professional rights of teachers; (5) loan funds; (6) sickness, accident, and hospital benefits.

15. Associations cooperate with professional and nonprofessional groups in a wide range of activities; with professional groups concerning local, state, and national educational problems, and with nonprofessional ones with regard to civic, cultural, philanthropic, and social interests.

16. Legislative activities of teachers' associations cover a wide range of problems and have been fairly successful. The associations are developing a technique for this type of work. The activities most frequently reported refer to retirement system, salary increase, and tenure. The activities for general educational appropriations, for special educational appropriations, and regarding certification and qualification of teachers, appear to be the most successful ones.

17. Associations have their own publications and use the daily press and other agencies for publicity. The contents common to most of the periodicals include (1) activities of the association; (2) general professional activities; (3) local school news; (4) general information; (5) reports of lectures; (6) book notices and reviews; (7) editorial comments; and (8) discussion of school policies.

18. Teachers' associations are financially sound. Their assets, receipts, and disbursements vary widely. Ten sources of revenue are indicated, and the range of total receipts reported is from $25 to $27,083.42. The disbursements are quite varied in nature. The reports of total disbursements range from $23.10 to $26,299.14. 1/

Item seven in the above list refers to the fact that the number of differentiated teachers' associations on the local level is increasing each decade.

To the present writer this is accepted as evidence of the lack of generally-accepted professional goals around which teachers can form strong local associations to which all teachers belong. Teachers as a group have not yet learned to subordinate the selfish interests of their minorities to the good of the majority. Men and women teachers appear to have difficulty cooperating in unified endeavors. Elementary and secondary teachers form themselves into mutually exclusive groups. Special interest and special subject matter clubs are common.

This trend to specialization is of no particular harm except that in many instances teachers are left with no

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1/ Ibid., p. 34-35.

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1/ Ibid., p. 24-29.

major local association to which all may belong. In such communities teachers as a group are left with no organized well-functioning voice.

The present study was not concerned with the great variety of specialized groups. It was limited to the local association from which no teacher is barred because of sex, grade level, subject taught, special interest, or any other external reason.[1/]

The most comprehensive and recent analysis of the work of teachers' unions is that of Fordyce[2/] completed at Ohio State University in 1944. The purposes of this investigation were to:

> . . . trace the origin and growth of teachers' unions, the relation of these unions to the traditional organizations of teachers, known generally as "associations," their effects upon public administrative bodies, and the implications they have for future administration of the public schools. 3/

The study continued as a logical analysis of the literature in the field, both historical and contemporary. Fordyce utilized the proceedings of many educational associations, documentary records, bulletins and pamphlets, periodicals, newspapers, and theses.

Reaction to this thesis on the part of the American

1/ See p.69-71 of this thesis.

2/ Fordyce, op. cit.

3/ Ibid., p. 1.

Federation of Teachers has been lukewarm. Irvin R. Kuenzli, Secretary-Treasurer of the American Federation of Teachers, remarked of the study:

> This dissertation at first examination appears to be a strong argument in favor of the AFT. A careful analysis of the manuscript, however, reveals the subtle argument that teachers' unions would be unnecessary if non-union organizations were properly organized so they would function effectively. This conclusion in this superintendent's doctoral is purely theoretical. AFT experience over the years indicates clearly that teachers organized independently cannot hope to solve their professional problems successfully. 1/

This comment concerning Fordyce's argument is apparently true, but in the opinion of this writer, Fordyce's conclusion is logical. Fordyce indicated a lack of acceptance of the American Federation of Teachers as the final ideal teachers' association when he wrote:

> The formation of a united professional organization of teachers and administrators is imperative. This organization should include all educators. Its plan of representation should be such that classroom teachers as well as administrators participate in its direction. It should be national in scope and should be linked through regional and local organizations in such a fashion that its pronouncements will be received with respect, and its actions universally supported by the membership. 2/

As a historical record and analysis of teachers' unions in the United States, the thesis is excellent. Fordyce has

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1/ Irvin R. Kuenzli, The Union in Action in 1946, A report to the 29th Annual Convention of the American Federation of Teachers, American Federation of Teachers, Chicago, Illinois, 1946, p. 21.

2/ Fordyce, op. cit., p. 163.

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1/ Irvin R. Kuenzli, The Union in Action in 1966, A Report to the 29th Annual Convention of the American Federation of Teachers, Chicago, Illinois, 1966, p. 81.

2/ Fordyce, op. cit., p. 182.

consolidated the work of other investigators into what might be considered a highly acceptable and authoritative work.

Chief among the more limited studies concerning teachers' unions are those by Graybiel,[1] Robinson,[2] Welsh,[3] and Evans.[4] None of these studies was carried out to the extent with which Fordyce covered the field. That of Evans is limited geographically to Georgia. Welch antedates Fordyce by 14 years. Graybiel's study is limited to a particular period of years.

Robinson's thesis, written in 1934, adds nothing to that of Fordyce although it is an excellent critical analysis of the American Federation of Teachers. She treats of its history, its aims, its methods, and activities since the time of the Federation's organization.

1/ John M. Graybiel, The American Federation of Teachers 1916-1928, Umpublished Master's Thesis, University of California, Berkeley, California, 1928.

2/ Aileen Robinson, A Critical Evaluation of the American Federation of Teachers, Unpublished Master's Thesis, Smith College, Northampton, Massachusetts, 1934.

3/ James M. Welsh, A Brief History of the Union Movement in the Public Schools of the United States, Unpublished Master's Thesis, University of Michigan, Ann Arbor, Michigan, 1930.

4/ Mercer G. Evans, The History of the Organized Movement of Georgia, Unpublished Ph. D. Dissertation, University of Georgia, Atlanta, Georgia, 1929.

consolidated the work of other investigators into what might be considered a highly acceptable and authoritative work.

Only among the more limited studies concerning teachers' unions are those by Graybiel,[1] Robinson,[2] Welch,[3] and Evans.[4] None of these studies was carried out to the extent with which Fordyce covered the field. That of Evans is limited geographically to Georgia. Welch antedates Fordyce by 14 years. Graybiel's study is limited to a particular period of years.

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4/ Mercer G. Evans, The History of the Organized Movement of Georgia, Unpublished Ph. D. Dissertation, University of Georgia, Athens, Georgia, 1930.

In addition to these theses Kuenzli states that:

> . . . the research department at the national office assists each year in the preparation of a large number of master's and doctor's dissertations, seminar papers, and term papers in the field of labor and education. The number of these papers has become so large as to constitute one of the major activities of the AFT. 1/

When writing of the work being done by traditional teachers' associations, however, Fordyce is guilty of several serious omissions and incorrect statements.

> The traditional teachers associations concern themselves primarily with a few meetings each year at which they hear speeches by educational leaders and influential laymen. The subjects discussed are largely concerned with the classroom and the curriculum. They are selected and are intended to help teachers to increase their personal and professional culture and competency. These associations are thought of as having considerable influence; but apathy, lack of interest, timidity, and a general lack of co-operation have marked their efforts to carry on any kind of an effective campaign for the teachers' rights. 2/

Fordyce in this instance definitely quotes as though he is presenting a picture of present-day teachers' associations. When this passage was quoted, Fordyce had no way of determining the work being done by local teachers' associations, unless he undertook the task as a separate Ph. D. thesis. Further, he paraphrases and quotes constantly from a 1910 product, the results of which do not picture the

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1/ Kuenzli, op. cit., p. 20.

2/ Fordyce, op. cit., p. 5, Quoted from Carter Alexander, op. cit., p. 45.

conditions of today. A more accurate type of writing, short of actually determining current research, would have been to admit ignorance in the area or to have noted the nearly complete lack of research studies. At another point Fordyce refers to Selle's analysis of the National Education Association as "disappointing because it was statistical in nature, and the social viewpoint and discussion of policies was limited."[1/] This comment seems to imply that theses which are statistical in nature will be disappointing, a particularly unguarded implication.

Actually, Selle's thesis is described by himself as follows:

> A study of this kind obviously does not lend itself to experimental procedure. There can be no setting up of control conditions to test the efficiency of the present modes of functioning within the organization, as compared with other modes. Nor would a comparison of particular aspects of this group with the corresponding aspects of other voluntary associations now in existence yield significant results, because of the multiplicity of varient factors, factors such as size, sex distribution, age distribution, geographic distribution, tradition, economic status of members, societal status of the group, and its relationship to government. . . . This, then, is a case study, an intensive sociological analysis or organic study of one complex group. . . .
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> A word should be said as to the use of quantitative techniques in case studies. Statistical and case-study methods are not to be thought of as opposed to each other, but rather as mutually supplementary. An investigation of the distribution of a trait, of a

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1/ Ibid., p. 14.

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[5] Ibid., p. 14.

> process, or of a kind of activity, if it is strictly limited to the fact of distribution, is obviously a purely statistical study. But insofar as such a study takes account of conjunctivities and sequences and of what may be called conditioning factors in a particular person or group or movement, to that extent it has the essential character of a case study. 1/

This study is in no sense a statistical analysis although the data are arranged in tables and the author uses percentages to express many of his ideas.[2/] There is a difference, apparently unrecognized by Fordyce, between statistical analysis itself and historical, philosophical, or logical analysis of the literature in a field where results are derived by means of elementary mathematical processes.

Selle's approach to the study of the National Education Association is sociological. Much useless consideration of policies and the "social viewpoint" is no doubt avoided by the use of tables, but the facts concerning these topics are, nevertheless, there. Actually, 11 tables appear in Selle's study, all of which present tables and/or percentages. No other statistical techniques are evidenced.[3/]

The present investigation utilized tables in presenting the data and utilized certain statistical techniques in interpreting the data. It does not because of this become

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1/ Selle, op. cit., p. 1-3.

2/ Ibid., p. 3-4

3/ Ibid., p. 72-123, 155-164.

statistical in nature. The subject of the thesis is in the field of educational sociology, and the objectives and methods employed and the conclusions derived are primarily those of educational sociology.

As an analysis of the present work of local teachers' associations or even as a source of up-to-date information concerning research in the field, Fordyce's thesis is poor.

In her thesis, Teachers Need More Effective Organization, Elizabeth V. Foster[1/] has argued to the effect that teachers do need more effective organization. However, this work is open to the charge that the data consulted by the author naturally tend to be of such a nature as to agree with the original assumption. Although an enormous amount of material is presented in proof of the contention, the criteria for determing "effectiveness" are not adequately defined. Also, the writer has based much of her thesis on the literature in professional journals, selecting only those items which would tend to agree. The present writer would agree that teachers need more effective organization, preferring, however, to adopt more objective methods of determining the effectiveness of present teachers' associations before attempting to prove the need.

Chapter Two provides an excellent summary of the

1/ Foster, op. cit.

history, purpose, and importance of various national teachers' organizations.[1] Miss Foster points out in this chapter that early teachers' organizations were primarily concerned with the subject matter and teaching problems, whereas later groups have placed an emphasis upon the teachers' social and economic security.

Westover's thesis,[2] A Study of the Organization, Objectives, and Activities of Teachers' Associations and Meetings in California, appeared to be closely related to the present investigation. However, analysis showed that there are many points of difference.

Of 64 replies to the questionnaire used in the study, 25 were from state associations, 11 were county groups, while only 28 were classified as city or local. The present study was limited to local associations.

Westover also classified his responses according to the nature or purpose of the association. His groupings included special subject clubs, administrators' groups, elementary and secondary associations, and organizations restricted to men or women. Only eight of the associations

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1/ Ibid., p. 37-60.

2/ Clayton B. Westover, A Study of the Organization, Objectives, and Activities of Teachers' Associations and Meetings in California, Unpublished Master's Thesis, University of Southern California, Los Angeles, California, June, 1933.

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included in the study were classified as "general" city associations.

The present investigation was limited to general local associations, all special-group associations being excluded.[1/]

Westover's study was carried out by means of a questionnaire sent to the presidents of all the teacher organizations in the state. Also utilized were the published materials of the associations, their constitutions, and articles appearing in teachers' professional journals.

He concluded that:

> The activities should all be outgrowths of the aims of the association. As a rule the activities of organizations may be said to accomplish only a part of the aims and objectives. The objectives rated first are not the objectives upon which most of the activities are based. 2/

The National Education Association has been a source of several reports shedding much light upon many aspects of the work of local teachers' associations. The Proceedings of the National Education Association frequently contain informative data. A typical report by A.R. Lang[3/] concerning classroom teachers' associations contains much factual

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1/ For a description of the limitations of this thesis, See p. 67-71.

2/ Westover, op. cit., p. 72.

3/ A.R. Lang, "Classroom Teachers' Associations," Proceedings, The National Education Association, 61:594-606, 1923.

material. He found that the immediate causes for classroom teachers' organizations were four.

1. To secure organized action.
2. To improve economic status.
3. To provide professional betterment.
4. Miscellaneous. 1/

Despite the great amount of work accomplished by these groups, Lang concluded that, ". . . There is, in general, a great need for more defined objective and a greater unity of action among the associations." 2/

Two Yearbooks of the Department of Classroom Teachers are particularly pertinent. The Fourth Yearbook 3/ contains a chapter concerning "Special Activities of Local Organizations and Professional Problems." 4/ As may be noted by the titles of the topics treated, the chapter consists chiefly of a record of the special activities being undertaken at the time in a number of selected local associations.

1. Teachers' Loan and Relief Funds
2. Welfare Work for Teachers in Philadelphia and Pennsylvania.
3. Social Activities of Teachers' Organizations.
4. A Successful Professional Library.
5. Sabbatical Leave for Teachers.

1/ Ibid., p. 595.

2/ Ibid., p. 604.

3/ Creative Teaching and Professional Progress, The Fourth Yearbook, Department of Classroom Teachers, The National Education Association, Washington, D.C., June, 1929.

4/ Ibid., p. 113-157.

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1/ Ibid., p. 886.

2/ Ibid., p. 894.

3/ Creative Teaching and Professional Progress, The Fourth Yearbook, Department of Classroom Teachers, The National Education Association, Washington, D.C., June, 1929.

4/ Ibid., p. 113-137.

6. Leaves of Absence for Study and Travel.
7. Cumulative Sick Leave.
8. Group Insurance for Teachers.
9. The Credit Union for Teachers.
10. A Retirement Plan for Colorado Teachers.
11. The San Francisco Salary Study.
12. A Salary Campaign in Los Angeles.
13. Correlation of Subjects in Secondary Schools. 1/

Although the number of associations represented in any single discussion is small, a tremendous variety of activities in each of the areas was noted. The chapter is of value since it illustrates definitely that by 1929 many local teachers' associations were undertaking successful and worthwhile programs.

The Sixth Yearbook 2/ went considerably further in that it investigated intensively a particular aspect of local teachers' association activities among a larger group of associations. Many "plans and activities actually in operation among teachers' organizations for the economic benefit of their members" 3/ are described. However, the study was limited chiefly to organizations affiliated with the National Education Association. It may also be noted that only 343 local teachers' associations participated in this investigation which covered the entire United States and

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1/ Ibid., p. 4.

2/ The Economic Welfare of Teachers, The Sixth Yearbook, Department of Classroom Teachers, The National Education Association, Washington, D.C., 1931.

3/ Ibid., p. 9.

its possessions. For example, in New York State only 18 of well over 700 teachers' associations are represented. This shortcoming was noted in the study.

> This Yearbook is designed to aid teachers, both individually and collectively, in studying and meeting their economic problems. It does not cover the field as completely or as much in detail as may be desired by some, but it should prove highly useful as a general introduction to the subject. 1/

The investigation is, however, of great value in illustrating the large amount of work being accomplished in the area by a number of better-than-average local teachers' associations.

> The credit union movement has spread rapidly among government and industrial employees, and within recent years has begun to find favor among groups of teachers. Although the number of teachers' credit unions is still relatively small, the success of those already in operation indicates that the plan merits the serious consideration of local teacher groups everywhere. Of the local associations answering this item on the questionnaire, 7 per cent stated that credit unions have been established by the teachers in their respective communities. 2/

This Yearbook includes descriptions of the individual programs summarized in such passages as the above.

A group of twenty educators appointed by the Educational Policies Commission conducted a study in 1937, 3/

1/ Ibid., p. 180.

2/ Ibid., p. 179.

3/ A National Organization For Education, Educational Policies Commission, The National Education Association, Washington, D.C., 1937.

which was intended to determine the characteristics of an ideal national educational organization. The results of the survey were based on 572 replies to questionnaires sent to 2,000 ex-officio consultants and on 721 replies to questionnaires sent to 2,000 randomly-selected classroom teachers. The majority of "ex-officio consultants" referred to were school administrators.

The Commission did not advocate the formation of a new national organization. However, its conclusions were advocated as guides to existing organizations.

Corey summarized the report relative to the ideal national association for education as follows:

> 1. Exist for the maintenance and improvement of educational service.
> 2. Involve voluntary membership only.
> 3. Call the attention of the public to the educational aspects and implications of existing socio-economic conditions and of proposed social, economic, or governmental changes.
> 4. Define and publicize the civic and professional rights and obligations and, in important test cases, engage in efforts to secure judicial rulings in defense of such rights.
> 5. Provide a department for each important branch of educational service which will carry with it membership in the general organization.
> 6. Provide for "co-inclusive" membership with state educational associations.
> 7. Cooperate actively but never affiliate organically with lay groups working for the improvement of education. 1/

General comment concerning this study has been very

1/ Corey, op. cit., p. 256-257.

favorable. Corey has termed it "one of the most interesting and comprehensive investigations reported during the period. . . ."[1/]

The 1948-1949 National Education Association Handbook and Manual[2/] contains much information concerning National Education Association policy with reference to its local affiliated associations. There are separate sections devoted to National Education Association points of view on the following items.

1. The Ideal Local Education Association.
2. A Plan For Organizing a Local.
3. Purposes of the Local Association.
4. Financing the Local Association.
5. Selection of Officers.
6. Officers and Their Duties.
7. Committees of the Local Association.
8. Planning the Year's Program.
9. Planning the Year's Meetings.
10. Calendar for a Local Association.
11. Parliamentary Procedures.
12. How to Affiliate With the National Education Association.
13. Questions and Answers (Concerning the National Education Association).
14. Suggested Constitution and Bylaws for a Local Teachers' Association.
15. Criteria for Evaluation.
16. Activities of Local Associations 1946-1947.
17. Developing a Legislative Program.
18. National Education Association Affiliated Local Associations.
19. Aids to Successful Accomplishment by Local Associations. 3/

1/ Ibid., p. 256.

2/ Handbook and Manual, The National Education Association, Washington, D.C., August, 1948.

3/ Ibid., p. 75-150.

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17. Developing a Legislative Program.
18. National Education Association Affiliated Local Associations.
19. Aids to Successful Accomplishment by Local Associations. [3]

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[1] Ibid., p. 386.

[2] Handbook and Manual, The National Education Association, Washington, D.C., August, 1946.

[3] Ibid., p. 78-150.

Much of the material presented here is a summary of all that has appeared in various articles in the Journal or in the Proceedings of the National Education Association.

The factual material contained in the Handbook and Manual is based upon the only major investigation in the field of local teachers' associations, which was published recently as a Research Bulletin of the National Education Association.[1] The investigation was conducted by questionnaire in the following manner.

> A preliminary postal-card inquiry was sent in April, 1947, to 4727 local associations, with a few questions on such items as number of members and frequency of meetings, and a request for the name of the officer who would give more detailed information. The mailing list was made up of 1921 associations affiliated with the National Education Association, and 2806 nonaffiliated local associations reported by state association secretaries. . . .
>
> In making up the mailing list for the detailed questionnaire issued in June, 1947, the classroom-teacher groups were included but the other limited groups, such as administrators' associations, special subject groups, and organized college faculties were omitted. There was a further selection to omit groups whose postal-card replies indicated complete lack of activity. The resulting list included 1836 affiliated and 830 nonaffiliated associations to which the questionnaire was sent. . . .
>
> As shown in Table 1, 1040 usuable replies were received. These included 865 all-inclusive associations, of which 559 were affiliated and 306 nonaffiliated. There were 175 classroom-teacher groups, of which 146 were affiliated and twenty-nine unaffiliated. [2]

1/ Local Education Associations at Work, Research Bulletin, op. cit.

2/ Ibid., p. 105.

Further, it is a comprehensive investigation presenting a picture of the present organization and activities of local education associations.

> Altho percents alone do not tell the whole story, there is ample evidence in addition to that provided by the checklist to show that teacher welfare was the major objective of most of the teachers' associations in 1946-47. In view of the economic crisis facing teachers it would have been surprising if any other topic had claimed the major interest of teachers' associations. Because it is not always possible or even useful to try to draw a sharp line between efforts to improve the conditions of teaching in general -- thru better buildings, better curriculum and teaching materials, small classes, larger school funds, for example -- from efforts to improve the economic status of teachers thru higher salaries or more adequate retirement plans, all such activities have been brought together, and classified only to distinguish between efforts at the local level and at the level of state or national legislation.
>
> . . . Over 90 percent of the associations worked during 1946-47 for higher salaries for the local educational staff. The work on salaries was reported by many presidents as the most significant activity of the year. 1/

The present investigation was conducted completely independent of the National Education Association survey. However, the procedures followed and the types of information requested from participants frequently overlapped. This fact in no way reduced the necessity for further investigation. The present study was concerned with several areas of the problem not considered in the National Education Association survey.

1/ Ibid., p. 128.

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1/ Ibid., p. 128.

1. The stated objectives of local teachers' associations.

2. The areas of agreement between local association leaders and school administrators on matters concerning local association policy and practice.

3. Further attempt at evaluating the efforts of local teachers' associations.

However, as a source of information concerning local education association organization and activity in the entire United States, this Bulletin is unique. It is the only single source other than the present study to which teachers may turn for objective information of aid in planing their own programs.

Data of incidental interest contained in general works in education.-- Frequently, general works in education contain data of incidental interest concerning teachers' associations. Material of this type appears chiefly to be concerned with the history, achievements, aims, and practices of existing teachers' groups.

For example, Elsbree[1/] devoted two chapters of his book to teachers' organizations, one dealing with the formation and work of such associations between 1860 and 1866 and the second concerned with present-day voluntary associations. Early teachers' associations were primarily concerned with educational problems, and secondarily with the

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1/ Willard S. Elsbree, The American Teacher, American Book Company, New York, New York, 1939.

personal welfare of teachers.

> Before the days of the city and state superintendent of schools, there were many educational problems which commanded the attention and effort of the education societies because there was no legally constituted school officer to assume the leadership in solving them. For this reason, greater emphasis was placed in broad educational questions in the early association than upon the economic improvement of teachers themselves. Later this situation was reversed, educational problems being handled to a larger extent by school superintendents and supervisors. 1/

This reversal of emphasis has been more marked since the entrance of teachers' unions upon the educational scene, notably since the organization of the American Federation of Teachers in 1916. Before this time, as Elsbree pointed out, ". . . there were only a few local teachers' unions in the United States, the one in Chicago laying claim to the largest and most active enrollment." 2/ Of particular pertinence to this survey is Elsbree's statement that, ". . . there is no indication at present that the rank and file of American schoolteachers are greatly interested in the peculiar functions which the union professes to serve." 3/ The function of this thesis was to discover to what extent teachers are supporting their traditional local associations.

Elsbree compared the organization and activities of

1/ Ibid., p. 499-500.

2/ Loc. cit.

3/ Ibid., p. 512.

the American Education Association, the American Federation of Teachers, the Progressive Education Association, and local and state teachers' associations. His general criticism of all types of teachers' groups is as follows:

> Teachers' associations, in general, are loose groups of transient workers who can hardly be said to have that unity of interest and that common body of professional traditions characteristic of long-established professions. The membership is predominantly feminine, but the leadership is largely masculine. The organizations are cooperative in spirit, but mostly without specific objectives and practical programs. They are nonmilitant and nonpolitical. Their government is nominally representative, but not so in actuality. The positions of leadership have been occupied more often by impractical, would-be reformers than by practical realists, and the leaders themselves have been uncertain of their own goals. The control has been largely in the hands of administrators whose interest in certain important measures is in serious conflict with the interests of teachers. Teachers join these bodies as an expression of their nebulous faith in the general values of organization and as a method of conforming to the wishes of their supervisory officers, rather than as an acceptance of an opportunity to participate effectively in the educational battles of the time. 1/

Almack and Lang, 2/ also, allowed a chapter for the discussion of teachers' voluntary groups. Various types of teachers' organizations were evaluated, and examples of each type were specified. Pertinent to this thesis is the reference to the question of teachers affiliating with

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1/ Ibid., p. 530.

2/ John C. Almack and Albert R. Lang, Problems of the Teaching Profession, Houghton-Mifflin Company, Boston, 1930.

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1/ Ibid., p. 330.

2/ John C. Almack and Albert R. Lang, Problems of the Teaching Profession, Houghton-Mifflin Company, Boston, 1930.

other organizations.

Refraining from making any distinctions among outside organizations teachers may justify themselves for refusing to enter any permanent alliances by the following reasons.

1. The affiliation is unnecessary, both for the teachers and for the other organizations.
2. The combination of different problems, different methods, and different purposes must result in hampering the efficiency of either party.
3. There is warranted a strong presumption that such affiliation would imperil the future of the public school.
4. The intensification of class spirit and class antagonism is a probable consequence.
5. There is no evidence that benefits would result. 1/

The difficulties encountered in the organization of teachers were discussed by Smith 2/ who stated:

The organization of teachers has proved peculiarly difficult because of a rapidly shifting personnel, the temporary nature of teaching tenure, and an inherent individualistic bias in the scholastic mind; yet in spite of these difficulties the national and state associations now enroll ten times as many teachers as they did in 1908. More than twenty percent of all teachers are now enrolled in the National Education Association and about seventy-five percent are members of state associations. Before these organizations can become genuinely effective, however, membership must be universal and practically compulsory. 3/

1/ Ibid., p. 90.

2/ Walter Robinson Smith, An Introduction to Educational Sociology, Houghton-Mifflin Company, Boston, 1929.

3/ Ibid., p. 290.

Judd[1] charged that teachers' associations have, in the public mind, become agencies for working for the selfish ends of teachers by securing favorable legislation intending to improve the economic status of teachers. He appeared to imply that he believed teachers' associations should not exist for this reason.

Cook,[2] however, considered the problem of union organization for teachers as an economic problem in the last analysis.

> What the average teacher wants to know is how he can keep body and soul together on a subsistence wage. The success of labor unions in bargaining for employees has set a stimulating example. 3/

Membership in professional organizations was considered by Umstattd[4] to be essential to "enable the teacher to grow and thereby meet his obligations effectively."[5] He considered membership in teachers' organizations to be a means of professional growth.

1/ Charles H. Judd, Education and Social Progress, Harcourt, Brace, and Company, New York, New York, 1934.

2/ Lloyd Allen Cook, Community Backgrounds of Education, McGraw-Hill Book Company, New York, New York, 1938.

3/ Ibid., p. 329.

4/ J.G. Umstattd, Secondary School Teaching, Ginn and Company, Boston, Massachusetts, 1937.

5/ Ibid., p. 440.

This point of view was also held by Newsom and Lanfitt[1] who argued that professional growth and skill and membership in professional associations appear to correlate.

The material to be found in such general works is not to be considered as original research. On the other hand, it was the reaction to existing research by educational leaders writing for publication.

The examples given are not an exhaustive list. They are, however, typical of the comments noted. In general, the writers tended to repeat the viewpoints taken in the professional journals adding nothing to the factual information now available concerning teachers' associations.

Summary

The purposes of this study were set forth in a series of questions relating to the organization, activities, and aims of local teachers' associations. The purposes were further extended to include an attempt to define areas of agreement and disagreement between school administrators and heads of local teachers' associations concerning the work of local teachers' associations. A third problem was to discover how local teachers' associations could be strengthened in order to work more effectively on the

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1/ N. William Newsom, R. Emerson Lanfitt, et al., Administrative Practices in Large High Schools, American Book Company, 1940.

1/ B. William Bowman, H. Emerson Lanfitt, et al., Administrative Practices in Large High Schools, American Book Company, 1940.

local level.

The following items were cited as proof of the need for this investigation.

1. There is a lack of scientific research in the field.
2. Articles concerning teachers' associations appearing in professional journals are compounded chiefly of opinion and prejudice.
3. Many teachers are not satisfied with the work of their local associations.
4. Many teachers contacted in regard to participation in such a study regarded it as necessary and important.

Very little research was found in teachers' professional journals concerning teachers' associations. Of that located, none had been carried out in this area at the local level. This finding is upheld by all summaries appearing in the Review of Educational Research.

A number of theses and published works in the field are summarized in this chapter. Most of these works are related only indirectly to the present study.

Information pertinent to teachers' associations found in general works in education adds nothing to the research. Such information either states the conclusions found in the theses cited or repeats the opinions found in professional journals.

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local level.

The following items were cited as proof of the need for this investigation.

1. There is a lack of authentic research in the field.

2. Articles concerning teachers' associations appearing in professional journals are compounded chiefly of opinion and prediction.

3. Many teachers are not satisfied with the work of their local associations.

4. Many teachers contacted in regard to participation in such a study regarded it as necessary and important.

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CHAPTER II

THE PROCEDURES FOLLOWED IN CARRYING OUT THIS INVESTIGATION

Limitations of the study

The necessity for limitation.-- The individual student, working under the restrictions of thesis writing for degree credit, cannot undertake to study all of the possibilities encountered in any broad area. The problem must be defined so that completion is possible within limits imposed by the amount of time and money available. Furthermore, detailed information about any problem is possible only if very specific aspects of that problem are chosen for investigation. It is not possible for a single investigator to learn a great deal about any broad, undefined area of study.

Every major study in the field of teachers' associations in recent years has been limited in some manner. Hoffman's study[1] was limited to voluntary teachers' associations in 57 cities with a population of 100,000 or more. Fordyce[2] defined his study to include only teachers' unions. Actually, it was limited almost entirely to a particular teachers' union, the American Federation of Teachers. The

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1931 Yearbook of the Department of Classroom Teachers[1] was limited to a study of the economic services undertaken by 347 local associations for the most part affiliated with the National Education Association. Granrud[2] limited his investigation to the existing state teachers' associations in which membership was open to all teachers. He studied the general or non-restrictive type of state teachers' association.

The above examples are given as typical limitations within which students in this area have defined their problems.

The present study was limited in two ways. It was limited geographically, and it was limited to a particular type of local teachers' association.

Geographic limitations.-- The investigation was limited geographically to New England and New York State. There was no attempt to prove this area representative of the entire United States. The facts concerning local teachers' associations brought out in this study were intended to present a picture only of the associations in the area studied.

It would be physically impossible for one person to

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1/ The Economic Welfare of Teachers, Yearbook, op. cit.

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study local teachers' groups over the entire United States unless assisted by a large staff and backed by the resources of some large organization. Accordingly, the study was limited to a particular area.

Even in 1910 Alexander, attempting to survey voluntary teachers' associations in the United States, was forced to exclude associations in towns and villages from his study ". . . because it is wholly impossible to secure adequate data on them. . . ."[1/]

This particular area was selected because the study was conducted from Boston, Massachusetts. The same data needed to be gathered for other regions. However, it seemed logical to assume that local teachers' groups would tend to cooperate more readily with a study conducted from one of the major population and cultural headquarters of their geographical region.

Investigation limited to a particular type of local teachers' association.-- The tendency of teachers to form into increasing numbers of differentiated local organizations has been noted. One result undoubtedly has been much duplication of function and consequent waste effort. In the City of Buffalo, New York, at least 16 separate local teachers' groups existed at the time of this study.[2/]

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Investigation Limited to a particular type of local teachers' association.-- The tendency of teachers to form into interesting numbers of differentiated local organizations has been noted. One result undoubtedly has been much duplication of function and consequent waste effort. In the City of Buffalo, New York, at least 18 separate local teachers' groups existed at the time of this study.[2]

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[2] Noted in the mailing lists of the New York State Teachers Association.

The number in Boston, Massachusetts, reached the astonishing total of 49 separate teachers' clubs.[1] This exaggerated organization along narrow lines is peculiar to the teaching profession. No other profession, trade, or business is at once so organized and at the same time so disorganized.

There is, however, in most communities one major local association to which all teachers may belong. Many exceptions may be noted. In many cities and towns the teachers have aligned themselves into camps composed of elementary versus secondary or men versus women teachers.

This investigation was concerned with the local teachers' associations organized on the theme that all teachers face some common problems. No associations were included in the study which limited membership on the bases of sex, race, religion, subject taught, grade level of the teacher, or any other particular interest.

There were no limitations other than these. Some of the associations included in the study admit to membership school employees other than teachers and are referred to as

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1/ Stated by Mr. Mark Dalton, Executive Secretary of the Boston Teachers Alliance, in an interview with this writer, November, 1948.

all-inclusive associations. Others limited their voting membership to classroom teachers and are referred to as classroom teachers' associations.

A few union locals participated in the study. Since these locals have no special membership restrictions and perform in local communities much the same as do traditional local associations, there seemed to valid reason to eliminate them from the study.

> The local unions of the AFT are self-governing units of the Federation. Each has its own constitution and is virtually independent of the national group if it chooses to follow such a policy. Each of the locals has its own set of officers, its research and other committees, and conducts its own program as it sees fit. Many of the locals sponsor professional programs in their communities -- both for the benefit of teachers and the general public. In this respect there is little difference between the way they function and the way in which a traditional teachers' organization would function in the same community. 1/

However, for purposes of identification, these union locals are referred to as teachers' unions.

Sources of the Study

Use of inquiry forms.-- The term "inquiry form" as used in this study refers to an information-gathering instrument composed of a series of carefully constructed checklist items and simple questions. The terms "questionnaire," "checklist," and "inquiry form" are used interchangeably in

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much educational literature, Properly defined, a questionnaire consists of a series of questions to which respondents make free answer. A checklist consists of a set of categories for respondents to check. An instrument combining both checklist and questionnaire items may be considered an inquiry form. 1/

The only feasible method of obtaining the facts on the objectives, activities, and organization of many widely scattered local teachers' associations was by the use of the inquiry form.

The questionnaire technique has been widely criticized.

> It was enough that men and women must bear the burden of the sins of their first parents, and the happy delusion was fostered there might be respite and free-hearted enjoyment until childhood was past. Then came the blight of the questionnaire, the most sinister evidence of its unholy origin being the fact that it is upon the young that its grip is most heavy and most inescapable. 2/

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used instruments. Furthermore, inquiry forms should not be used where direct sources are available to the investigator.

> It is the easiest thing in the world to condemn the questionnaire indiscriminately, and the state of mind engendered by our recent experience might justify yielding to the temptation. Yet, we are convinced that something good may still be said for this overworked and much abused method of securing information. . . .
>
> We offer a word, therefore, in behalf of the questionnaire on these counts. First, it often affords the only means of securing information. . . . Second, the topic must be worthy; it must not be trivial. Assured on these two points, the investigator should boldly decide to issue his blank. Third, the recipients of questionnaires owe something to the cause of education. Many who loudly comdemn these instruments are glad enough to have the educational chariot move forward yet are unwilling to put their shoulders to the wheel. . . .
>
> As we see it, therefore, the indiscriminate censure of the questionnaire is unjustified. Rightly used it is a proper and indeed an inevitable means of securing information. Moreover, a real obligation rests upon educational people to contribute something through this means to the general good. 1/

The well-constructed, comprehensive inquiry form, used after proper tryout and revision, completed by qualified participants, is an accepted technique in educational research. Many majcr studies in education and in sociology have been conducted entirely by inquiry form.

> Thus, not only is the questionnaire method used in large proportions of educational investigations, not only do we find it applied in many divisions and

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1/ Journal of Educational Research, An Editorial, 14:54-58, June, 1926.

> on all levels of the field of education to ascertain practices, basic, data, and judgments, but it is also a valuable source of data procurable usually in no other way. 1/

The major sources of data for this investigation were two carefully constructed inquiry forms. 2/

Materials supplied by local associations.-- The first inquiry form used in this study requested participants to include available copies of locally prepared duplicated materials when returning the form. The following were returned by a total of 140 associations: 103 local constitutions, 34 yearly programs, 25 agendas for particular meetings, 19 copies of a local association publication, 5 duplicated plans for improving the program, 30 enclosures not classified. These totalled 216 materials received from 140 teachers' associations. All materials were read and are summarized in Chapter Three of this thesis.

Personal letter and interview.-- This investigation required a constant stream of personal letters between the writer and many participants. Personal letters were also

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1/ Leonard V. Koos, The Questionnaire in Education, The Macmillan Company, New York, 1948, p. 68.

2/ See Appendix p. 419 & 429. For a description of the development of these forms see p. 83 to end of this chapter. There is ample literature on the proper use of the inquiry form. The reader is referred to authorities cited on p. of this chapter. For further information consult the Education Index under the subject title "questionnaire," "checklist," and "inquiry form."

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exchanged with individuals who declined to participate or who desired further information.

The only possible method of approaching the officials of state teachers' associations preliminary to beginning the study proper was by letter.

Many of the letters illustrate points under consideration throughout this thesis and are reproduced with permission of the writers.

Personal interview was possible with officers or members of about 25 local associations participating in the study. Nearly all persons so interviewed were available through mutual contact at Boston University, School of Education. These interviews were of value as a means of checking the accuracy of inquiry forms completed by the local presidents. In no case did an interviewee question the accuracy of information supplied. Questions concerned basic points such as size of association, number of officers, school position of officers, and successful activities during the previous year.

Selection of Respondents to First Inquiry Form

No reliable count of local teachers' associations.--The state teachers' associations in five of the seven states covered by this investigation maintain up-to-date mailing lists of local associations. These lists, including the name and mailing address of the last person known to have

served as president, were supplied to the writer.[1]

However, these lists did not represent an exact total of the local associations in any given state. This fact was mentioned by Miss Edith Garthe, Field Worker for the New York State Teachers Association.

> I cannot answer directly your question concerning the proportion of the associations listed and affiliated with New York State Teachers Association. Strictly speaking, we have no affiliation whatever. Our custom is merely to register the president and officers here in our office. There may be a few local associations of which we have no record and there are new ones which come into being from time to time. I don't know of any way in which you could get in touch with these. Otherwise, the list which I sent you is complete. [2]

Mailing lists maintained by state teachers' associations gave, however, the most reliable estimate of existing local teachers' associations possible at the time of preparing mailing lists to be used in this study. The number of eligible local teachers' associations indicated in Table 1 illustrates the closest approximation available at the time of carrying out this study. It does not necessarily illustrate the number of local teachers' associations in existence at the present time. This number is in constant

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change. If by some coincidence the exact number of local teachers' associations should be determined for a given day and hour, that number would not necessarily hold true even for the next day and would possibly not have been true for the preceding day.

The fact that the exact total of local teachers' associations is constantly changing is held to be of no importance to the conclusions derived from the present investigation since the characteristics of those associations in existence at any given time are static and will remain constant. In other words, although the total may change, the characteristics of local teachers' associations do not and will not barring lapse of considerable time or sharp social change affecting the status of the teachers who comprise the membership of these associations.

Connecticut, Maine, and New Hampshire.-- Lists of all known local teachers' associations in the States of Maine, Connecticut, and New Hampshire were obtained from the offices of the State Teachers' Associations. The president of every local teachers' association so listed was sent a preliminary letter outlining the study and soliciting his cooperation. A self-addressed postal card was enclosed for the convenience of those presidents of local associations wishing to participate.

At intervals of approximately three weeks, follow-up

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letters as well as self-addressed postal cards were mailed to those local associations presidents who had previously failed to indicate willingness to participate in the study. Between October 29, 1948, and January 31, 1949, inquiry forms were mailed to all local association presidents agreeing to participate in the study while follow-up letters were concurrently going to those not yet participating.

New York.-- New York State, with approximately 522 associations eligible for participation in the study, presented a problem in sampling. The complete lists of local teachers' associations in New York State were supplied by the New York State Teachers Association. The lists were arranged by counties, cities, and towns, alphabetically within ten zones. There appeared to be no need for a rearrangement. Consequently, a random sample of one-third was made utilizing the lists as prepared. An additional random sample of one-sixth was made to be used in case of mail returned by reason of improper addressing. It was also planned to use this alternate sample in the event that a sufficient number of the original one-third sample were not willing to cooperate. However, there was no need to use the reserve list.

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Inquiry forms and follow-up letters were mailed to local association presidents between October 28, 1948, and January 31, 1949, in accordance with the pattern followed in the States of Connecticut, Maine, and New Hampshire.

Massachusetts.-- The Massachusetts Teachers Federation made available the mailing addresses of 240 local association presidents whose association is affiliated with this organization. Of this number, 230 were eligible for participation in the study.

The list of associations was arranged alphabetically. A random sample of one-half was made, using the list as supplied by the Massachusetts Teachers Federation. The previously-described pattern for mailing preliminary letters, inquiry forms, and follow-up letters was followed in Massachusetts.

The Massachusetts mailing list, unlike the others, consisted only of those local teachers' associations affiliated with the Massachusetts Teachers Federation. However, nearly 100 per cent of local teachers' associations were so affiliated. A notable exception was the Boston Teachers Alliance. This organization was approached individually and personally and cooperated in the study.

Vermont and Rhode Island.-- In these States the State Teachers' Association was not sufficiently organized to supply lists of association presidents, such as were made

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Vermont and Rhode Island.-- In these States the State Teachers' Association was not sufficiently organized to supply lists of association presidents, such as were made

available in other states. Furthermore, although several personal letters were addressed to various officials of the State Teachers' Associations in these states, a satisfactory reply was never received.

The research division of the National Education Association supplied the names of local association presidents whose associations are affiliated with the National Education Association. Four associations in Rhode Island and seven in Vermont were reached in this manner.

Mr. John C. Huden, Editor of The Vermont School Journal, supplied the addresses of an additional three local associations in Vermont. Mr. Huden noted the difficulty of obtaining lists of local teachers' associations in Vermont.

> You are in the same predicament as many others in that you can't locate officers of local teachers' associations. Most of the regional groups suspended operations during the war; some haven't resumed as yet.
>
> There is no official clearing-house, . . . 1/

Furthermore, lists of local teachers' associations in these States were not available through their State Departments of Education.2/

It was finally decided to address the preliminary

1/ Quoted with permission of Mr. John C. Huden from a letter dated September 24, 1948, to this writer.

2/ Personal letters to the Departments of Education in these States produced the response that such lists were not available.

letter to "President, Local Teachers' Association" in every school district in Vermont and Rhode Island. Directories were obtained from the State Departments of Education, and a preliminary letter was mailed to every district within the jurisdiction of a superintendent of schools.

Since there were no extensive lists of local associations available in these states, this was the only possible procedure. Of the 55 school districts in Vermont, replies from superintendents indicated that there was no local teachers' association in 20 districts. Of 36 school districts in Rhode Island, replies from superintendents indicated that there was no association in 4 districts.

The procedure of forwarding follow-up letters and inquiry forms described previously was followed in Vermont and Rhode Island. Inquiry forms were mailed to presidents of local associations agreeing to participate. Follow-up letters went to associations from which no answer had been obtained.

Elimination of certain local associations from the study.-- Examination of the mailing lists supplied by state teachers' associations showed that many local associations listed were not eligible for the present study. These groups were revealed by their names as being restrictive in one way or another. For example, a number of groups

classified as "elementary," "secondary," "high-school," "headmasters," "women," "men," and the like were eliminated from the study.

County associations were also eliminated because, within the area covered by this thesis, the county unit is not the basis for school organization and, therefore, could not be considered properly as a "local" association.

District associations within counties were included because they fell within the delimitation of the present study. The teachers in district associations do work in closely related school systems. In many cases the district association was found to be the basic teachers' group because the schools of several communities were organized with the district as the basic unit.

In Vermont and Rhode Island where mailing lists were not available, restrictive-type associations were eliminated after having responded to the preliminary letter.

Table 1 on the next page presents the number of local associations in each state eligible for this study. The totals are not purported to be exact for any given date. They are the closest counts and/or estimates which were available from August, 1948, through January, 1949.

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In Vermont and Rhode Island where meeting lists were not available, restrictive-type associations were eliminated after having responded to the preliminary letter.

Table I on the next page presents the number of local associations in each state eligible for this study. The totals are not purported to be exact for any given date. They are the closest counts and/or estimates which were available from August, 1948, through January, 1949.

Table 1. Number of Eligible Local Associations and the Number of Preliminary Letters Mailed

State	Number of Associations	
	Eligible	Sent Preliminary Letter
(1)	(2)	(3)
Connecticut....	111	111
Massachusetts..	230	115
Maine.....	99	99
New Hampshire..	30	30
New York.....	522	174
Rhode Island...	32	32
Vermont.....	29	29
Total	1053	590

In column (3) of Table 1 is indicated the number of eligible associations to which preliminary letters were mailed. Note that New York and Massachusetts are the only two States in which a sample was made.

Development of The First Inquiry Form and Duplicated Materials Pertaining To It

Approval of materials.-- Prior to their use, all duplicated letters, postal cards, notes, and inquiry forms developed in this study were examined by an advisory committee of three professors.[1] No further approval was necessary for

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State	Number of Associations	
	Eligible	Sent Preliminary Letter
(1)	(2)	(3)
Connecticut....	111	111
Massachusetts..	330	118
Maine.....	98	98
New Hampshire..	30	30
New York.....	832	174
Rhode Island...	38	38
Vermont.....	80	80
Total	1023	880

In column (2) of Table 1 is indicated the number of eligible associations to which preliminary letters were mailed. Note that New York and Massachusetts are the only two States in which a sample was made.

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[1] The writer's advisory committee was composed of Doctor Ray O. Hillett, Professor of Education, Chairman; Doctor Worcester Warren, Professor Education; and Doctor J. Wendall Yoe, Professor of Education.

materials other than inquiry forms which required extensive tryout and revision.

Letters.--[1] Three duplicated letters were used to contact respondents for the first inquiry form. The preliminary letter was sent to the chosen sample of presidents of all the local associations eligible for participation in the study. This letter announced the study, described the problems pertaining to it, and solicited the reader's cooperation.

A follow-up letter was sent to all presidents not replying. This letter emphasized the fact that personal visits were not possible in a study of this type. The presidents were asked to excuse the impersonal approach of a duplicated letter and reconsider participation in the study.

All presidents not replying to the first follow-up letter were sent a second follow-up letter. This letter promised participants a summary of the results before the start of the school year 1949-1950. It emphasized the importance of this study to all teachers interested in better organization for teachers and again invited participation.

Two duplicated covering letters were devised to be enclosed with the inquiry forms. The first was designed to

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1/See Appendix p. 411-418 for all letters described in this section.

accompany the tentative inquiry form submitted to a tryout group of 25 participants. The second was designed to accompany the inquiry form after tryout and revision. Both letters acknowledged the interest of participants, asked for an immediate return of the form, and promised a complete summary to each respondent before the school year 1949-1950. However, the first letter informed the participant that he was part of a tryout group. The second announced that the form had been tried out and revised.

One follow-up letter was devised and mailed to presidents of local associations who had received inquiry forms but who had neglected to return them. This letter announced the closing date of February 3, 1949. Immediate return of the form was requested.

Postal cards.-- [1/] The self-addressed postal card included with the preliminary letter was also included without revision in all follow-up letters. This postal card asked for the name and association title of the person replying, the name and address of his association, and his personal reaction to the study. The respondent implied by returning this card that he would be willing to participate by completing one or more inquiry forms.

1/ See Appendix p. 410 & 420 for postal cards described in this section.

Postal cards.--[1] The self-addressed postal card included with the preliminary letter was also included without revision in all follow-up letters. This postal card asked for the name and association title of the person replying, the name and address of his association, and his personal reaction to the study. The respondent indicated by returning this card that he would be willing to participate by completing one or more inquiry forms.

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[1] See Appendix p. 413 & 430 for postal cards described in this section.

The personal reactions expressed on these cards were of value when selecting a tryout group. Those presidents seeming to express extremely favorable reactions were selected. These reactions were also valuable as an indicator of the need for such a study according to the presidents of local associations.

All presidents not replying after having been sent two follow-up letters were mailed a double postal card. The purpose of this card was to discover the reasons for non-participation. A number of check-list items were duplicated on the return half of this card. The addressee was asked to check his reason for not responding if it was indicated. A blank space was provided for him to write in his reason if no check-list item applied.[1/]

One follow-up postal card was sent to speed the return of delayed inquiry forms. This card was mailed early in January, 1949, just before the duplicated follow-up letter announcing the closing date of the study was mailed to those who were still in possession of inquiry forms.

Notes.-- Two short notes were devised for particular purposes. The first was enclosed with the preliminary letters to New Hampshire. This note informed the president of each association that the study was being

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1/ The response to this double postal card is described on p. 95 of this chapter.

The personal reactions expressed on these cards were of value when selecting a typical group. Those presidents seeming to express extremely favorable reactions were selected. These reactions were also valuable as an indication of the need for such a study according to the presidents of local associations.

All presidents not replying after having been sent two follow-up letters were mailed a double postal card. The purpose of this card was to discover the reasons for non-participation. A number of check-list items were duplicated on the return half of this card. The addressee was asked to check his reason for not responding if it was indicated. A blank space was provided for him to write in his reason if no check-list item applied. [1]

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Notes.-- Two short notes were devised for particular purposes. The first was enclosed with the preliminary letters to New Hampshire. This note informed the president of each association that the study was being

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[1] The response to this double postal card is described on p. 98 of this chapter.

conducted in New Hampshire with the approval of Mr. John H. Starie, Executive Secretary of the New Hampshire Teachers' Association.[1]

The second note was enclosed with the preliminary letters to Rhode Island and Vermont. This note apologized for the very impersonal approach made necessary by the lack of available mailing lists in these States.[2]

Preparation of the first inquiry form.--[3] The inquiry form was prepared after a thorough analysis of the literature reviewed in Chapter One in addition to a number of pamphlets and other duplicated materials supplied by the several state teachers' associations and the American Federation of Teachers. It is difficult to ascribe a particular source for each item on the inquiry form since most items were included because of logical necessity, because of their constant reappearance throughout the literature, or because of suggestions resulting from tryout. For example, the names of committees commonly formed to carry out the business of teachers' associations were included as check-list items, and the respondents were asked to check the committees active in their association at the time they completed the form. Several blank lines were

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1/ This note was used with the permission of Mr. Starie.

2/ See Appendix, p. 411 & 412 for notes referred to.

3/ See Appendix, p. 419.

included where respondents could indicate committees not listed as check-list items. No particular source can be identified for this item, the names of the usual committees being commonly known.

Certain sources quoted, or which contributed heavily to the construction of the form, are described below. Also included is an explanation of the specific contribution of each item to the inquiry form wherever an individual item made such a specific contribution.

1. Some Suggestions for Affiliated Associations, Masschusetts Teachers Federation, September 1, 1947. This is a mimeographed sheet of 37 suggested activities. It was distributed to the officers of all local associations affiliated with the Massachusetts Teachers Federation. Many of the activities included in the check-list items were first noted on this sheet. All of the social and cultural activities listed in Part II, item L of the inquiry form appear here.

2. A Handbook for Association Leaders, Massachusetts Teachers Federation, September 1, 1947. The Handbook prepared by the Massachusetts Federation for use by local association leaders is particularly well organized. It sets forth a number of suggestions with respect to meetings, officers, committees, activities, public relations, and relationships of the local with the state association and the

National Education Association.

Three topic sentences were adopted from the section entitled "General Principles" and used as check-list items in Part III, item E of the form.

> a. The local teachers' association has the primary aim of serving teachers locally.
>
> b. There ought to be one main local which all teachers may join, and this association should have the full support of all.
>
> c. In selecting leaders, associations should prevail upon their ablest members to serve, and then support them with full cooperation. 1/

This study has proceeded on the assumption that these statements are basic to any effective local organization of teachers. The question remained to be answered as to whether local association leaders recognize the necessity for a strong affirmative agreement. Thus, the statements were used in the inquiry form to determine the responses of presidents of local associations to these basic principles.

3. The official organs of several state teachers' associations were studied for the years 1947 and 1948. These magazines are published by groups which maintain constant contact with local teachers' associations. Their problems, as studied immediately preceding and during the building of this inquiry form, were incorporated into its

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1/ Used and quoted with the permission of Mr. Hugh Nixon, Executive Secretary, Massachusetts Teachers Federation, from A Handbook for Association Leaders, September 1, 1947, p. 1.

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This study has proceeded on the assumption that these statements are basic to any effective local organization of teachers. The question remained to be answered as to whether local association leaders recognize the necessity for a strong affirmative agreement. Thus, the statements were used in the inquiry form to determine the responses of presidents of local associations to these basic principles.

3. The official organs of several state teachers' associations were studied for the years 1936 and 1940. These magazines are published by groups which maintain constant contact with local teachers' associations. Their problems, as studied immediately preceding and during the building of this inquiry form, were incorporated into its

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1/ Used and quoted with the permission of Mr. Hugh Nixon, Executive Secretary, Massachusetts Teachers Federation, from A Handbook for Association Leaders, September 1, 1947, p. 1.

statements. These publications are The Massachusetts Teacher, Connecticut Teacher, New York State Education.

4. The handbooks prepared for local associations were of great value in determining the types of programs, the usual committees, and the usual overall activities suggested for local associations.

In addition to the Handbook published by the Massachusetts Teachers Federation which was previously cited, the following were consulted: Handbook for Members, Connecticut Education Association, 1947-1948; Handbook for Local Teachers' Organizations, Maine Teachers' Association, 1944; Handbook for Local Associations, New York State Teachers Association, August, 1946.

5. A copy of the inquiry form used by the New York State Teachers Association entitled "Periodic Survey of Local Associations, 1947-1948" was sent to the writer by Miss Edith Garthe, Field Worker for the Association. This mimeographed three-page inquiry form included many ideas which were incorporated into the present form. Items concerning local publications, cultural activities, economic services, committees, dues, month of election of officers, and descriptions of successful activities were adapted. However, the items included on the present form were considerably expanded and presented in far greater detail.

6. A short questionnaire was used by the New Hampshire

statements. These publications are The Massachusetts Teacher, Connecticut Teacher, New York State Education.

4. The handbooks prepared for local associations were of great value in determining the types of programs, the usual committees, and the usual overall activities suggested for local associations.

In addition to the Handbook published by the Massachusetts Teachers Federation which was previously cited, the following were consulted: Handbook for Members, Connecticut Education Association, 1947-1948; Handbook for Local Teachers' Organizations, Maine Teachers' Association, 1944; Handbook for Local Associations, New York State Teachers Association, August, 1940.

5. A copy of the inquiry form used by the New York State Teachers Association entitled "Periodic Survey of Local Associations, 1947-1948" was sent to the writer by Miss Edith Barthe, Field Worker for the Association. This mimeographed three-page inquiry form included many ideas which were incorporated into the present form. Items concerning local publications, cultural activities, economic services, committees, dues, month of election of officers, and descriptions of successful activities were adapted. However, the items included on the present form were considerably expanded and presented in far greater detail.

6. A short questionnaire was used by the New Hampshire

State Teachers' Association in the school year 1947-1948 in order to obtain a directory of locals in this State. A copy of this questionnaire was sent to the writer by Mr. John H. Starie, Executive Secretary. Although this questionnaire made no specific contribution to the inquiry form developed in the present study, it is of interest as the first attempt in New Hampshire to establish a closer relationship between the State Teachers' Association and local associations within the State.

> . . . There are local teachers' associations in New Hampshire, and there is a state association. But up to this present year there hasn't been very much contact between them.
>
> Association activities have tended to drift along over the last twenty years. Now that I have become executive secretary of the state association on a full-time basis, it is hoped by my employers that organized education will begin to move along a little faster.
>
> We are making an earnest effort this year to increase the number of local associations in the state and to unify them with the state and national associations. . . .
>
> The state association is sponsoring the formation of a statewide committee to foster the organization of local departments of the NEA department of classroom teachers, hoping that this will tend to foster local associations. On the state level we recognize very clearly that our local organizations must be strengthened. 1/

The questionnaire used by the New Hampshire State Teachers' Association in its initial attempt to build a

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1/Quoted with the permission of Mr. John H. Starie from a letter dated November 14, 1947, to this writer.

1/ Quoted with the permission of Mr. John H. Starrs from a letter dated November 14, 1947, to this writer.

directory of local associations was of interest as an example of the necessary basic data to be included in an inquiry form.

Tryout and revision of the first inquiry form.--[1] Survey of the literature in the field and study of the items cited above was carried out during the Summer of 1948. By September, 1948, the inquiry form was completed. It was then submitted to ten disinterested persons,[2] and to the writer's advisory committee for criticism.

1/ Ample literature is available on the questionnaire, check list, and inquiry form. This investigation was conducted after extensive study of procedures advocated by authorities in educational research. The sources listed below are suggested examples of essential reading for any investigator using inquiry forms.

a. The Questionnaire, Research Bulletin No. 1, VIII, The National Education Association, January, 1930.

b. Arthur J. Jones (Chairman), An Outline of Methods of Research With Suggestions for High School Principals and Teachers, Bulletin No. 24, United States Bureau of Education, 1926.

c. Carter V. Good, How To Do Research in Education, Warwick and York, Baltimore, Maryland, 1928, Chapter VI.

d. Leonard V. Koos, The Questionnaire in Education, The Macmillan Company, New York, 1928.

e. Carter V. Good, A.S. Barr, and Douglas E. Scates, The Methodology of Educational Research, D. Appleton-Century Company, New York, 1935.

2/ The group of disinterested persons was composed of Mr. Frank Hubbard, Research Director, National Education Association; Miss Edith Garthe, New York State Teachers Association; Mr. James Baker, Research Assistant, Cooperative Study of Secondary School Standards; and seven teaching fellows and graduate students at the Boston University, School of Education.

directory of local associations was of interest as an example of the necessary basic data to be included in an inquiry form.

Typing and revision of the first Inquiry Form.—[1] Survey of the literature in the field and study of the items cited above was carried out during the Summer of 1948. By September, 1948, the inquiry form was completed. It was then submitted to ten disinterested persons,[2] and to the writer's advisory committee for criticism.

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a. The Questionnaire, Research Bulletin No. I, VIII, The National Education Association, January, 1930.

b. Arthur J. Jones (Chairman), An Outline of Methods of Research With Suggestions for High School Principals and Teachers, Bulletin No. 24, United States Bureau of Education, 1928.

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2/ The group of disinterested persons was composed of Mr. Frank Hubbard, Research Director, National Education Association; Miss Edith Gerrie, New York State Teachers Association; Mr. James Baker, Research Assistant, Cooperative Study of Secondary School Standards; and seven graduating fellows and graduate students at the Boston University School of Education.

Following slight revision the form was duplicated by mimeograph and termed the "tentative" form for use in this study. It was then submitted to the 25 selected presidents of local teachers' associations for tryout. Twenty-three of the tryout group returned the form.

The form was again revised on the basis of the criticisms and comments of the tryout group. Extensive revision was necessary. Notes on changes, deletions, and additions occupy ten pages in the writer's notes. It is not necessary to describe each change here. However, the major changes may be classified as follows:

1. Changes made necessary because respondents interpreted a given item in several ways. This resulted from lack of objectivity in stating items.

2. Additions suggested by several respondents.

3. Deletions made necessary because many respondents omitted or questioned the item.

4. Arrangement of two or more items into one as a means of shortening the form.

5. Arrangement of items, previously to be written into blank spaces, into check list items.

Following revision of the form, it was again mimeographed and submitted to all presidents of local teachers' associations who had expressed willingness to participate in the study. The extensive tryout and revision described

here was very valuable as a means of refining the form before final use.

Response Obtained to the First Inquiry Form

Explanation of Table 2.-- Table 2 gives the number and Percentage of associations in each state which completed the first inquiry form before February 3, 1949. This date was established as the closing date. The few forms received after February 3, 1949, were not included in the tabulation.

Table 2. The Number of Associations Which Completed Inquiry Form No. 1

State	Number		Percentage Completing Form
	Sampled	Completing Form	
(1)	(2)	(3)	(4)
New York.....	174[a/]	84	48
Connecticut.....	111	41	37
Maine.....	99	49	49
Massachusetts.....	115[a/]	61	53
New Hampshire.....	30	18	60
Rhode Island.....	32	18	56
Vermont.....	29	16	55
Total	590	287	49

a/ A one-third random sample was taken in New York; a one-half sample was taken in Massachusetts.

Here was very valuable as a means of refining the form before final use.

Response Obtained to the First Inquiry Form

Explanation of Table 3.-- Table 3 gives the number and percentage of associations in each state which completed the first inquiry form before February 3, 1949. This date was established as the closing date. The few forms received after February 3, 1949, were not included in the tabulation.

Table 3. The Number of Associations Which Completed Inquiry Form No. 1

State	Number		Percentage Completing Form
	Sampled	Completing Form	
(1)	(2)	(3)	(4)
New York.....	174a/	84	48
Connecticut.....	111	41	37
Maine.....	98	49	49
Massachusetts.....	172a/	81	83
New Hampshire.....	50	18	60
Rhode Island.....	52	18	35
Vermont.....	23	16	69
Total	800	387	48

a/ A one-third random sample was taken in New York; a one-half sample was taken in Massachusetts.

Explanation of Table 3.-- In addition to the 287 associations completing the inquiry form in time to be included in the study, 303 associations sampled did not participate for one reason or another. Many of these groups replied to the double postal card prepared for that purpose. A few wrote personal letters outlining their positions. Others, who did not return the form after receiving it, were sent a letter asking for their reasons.[1/] Several associations returned late forms.

In addition, it was determined that some associations were never personally contacted. Persons not connected with the organization at that time received all correspondence and neglected to forward it. Others, after agreeing to complete the form, passed it along to someone else who, not having been asked directly to participate, did not return it. A few persons written to had died, married, or left teaching. Table 3 sums up this information.

As shown in Table 3, 60 per cent of the non-participants were actually reached in the effort to determine their reasons for non-participation. However, 40 per cent, or 121 associations, failed to reply to requests for their reasons. The difference between the 64 organizations listed in Table 3 under "no reason given" and the 121

1/ See Appendix, p. 423.

Explanation of Table 5.-- In addition to the 287 associations completing the inquiry form in time to be included in the study, 303 associations sampled did not participate for one reason or another. Many of these groups replied to the double postal card prepared for that purpose. A few wrote personal letters outlining their positions. Others, who did not return the form after receiving it, were sent a letter asking for their reasons. [1] Several associations returned late forms.

In addition, it was determined that some associations were never personally contacted. Persons not connected with the organization at that time received all correspondence and neglected to forward it. Others, after agreeing to complete the form, passed it along to someone else who, not having been asked directly to participate, did not return it. A few persons written to had died, married, or left teaching. Table 5 sums up this information.

As shown in Table 5, 60 per cent of the non-participants were actually reached in the effort to determine their reasons for non-participation. However, 40 per cent, or 121 associations, failed to reply to requests for their reasons. The difference between the 84 organizations listed in Table 5 under "No reason given" and the 121

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[1] See Appendix, p. 423.

organizations noted here is that the former group expressed interest in the study and were sent forms which were never returned. The latter group never responded in any manner.

Table 3. A Summary of the Reasons for Non-participation by 182 Local Associations

Reason	Number	Percentage of Total Non-participants
(1)	(2)	(3)
Officers too busy...	24	8
Association inactive	49	16
Officers not directly contacted.	32	11
Officers considered study not worthwhile	1	0.3
Form returned too late to be included	12	4
No reason given.....	64	21
Total	182	60.3

Summary of response.-- Examination of the preceding tables reveals that of the 590 associations originally sent preliminary letters, 287 eventually completed inquiry forms in time to be included in the study. Of the 303 which did not complete the form, it was established that 182 were reached and the reason for non-participation obtained from 118.

In addition, 121 associations were never heard from although letters addressed to these groups appeared to

organizations noted here is that the former group expressed interest in the study and were sent forms which were never returned. The latter group never responded in any manner.

Table 3. A Summary of the Reasons for Non-participation by 182 Local Associations

Reason	Number	Percentage of Total Non-participants
(1)	(2)	(3)
Officers too busy...	24	8
Association inactive	43	15
Officers not directly contacted.	32	11
Officers considered study not worthwhile	1	0.3
Form returned too late to be included	12	4
No reason given.....	84	29
Total	182	62.3

Summary of Response.-- Examination of the preceding table reveals that of the 290 associations originally sent preliminary letters, 287 eventually completed inquiry forms in time to be included in the study. Of the 203 which did not complete the form, it was established that 182 were reached and the reason for non-participation obtained from 178.

In addition, 121 associations were never heard from although letters addressed to these groups appeared to

have been delivered. Thus, the percentage of response may be stated in any of several ways. The manner illustrated in Table 2 gives the minimum picture of response. To state the response in another way -- of 590 associations sampled, 49 per cent completed the inquiry form while 8 per cent were found to be too inactive to contribute information. In this instance a total of 57 per cent contributed in some way to the study.

Although the data present in Chapter Three were derived from the 287 inquiry forms returned before February 3, 1949, and representing 49 per cent of the associations sampled, the fact should be noted that 57 per cent of the associations contributed to the study. The fact of the existence of a number of dormant local teachers' associations cannot be overlooked.

Procedures Used in Tabulating and Interpreting the Data Obtained by the First Inquiry Form

Grouping for tabulation.-- The data obtained from the first inquiry form were felt to be more meaningful if tabulated according to states and membership of associations within states. In this way the president of an association with a given membership and in a given state would derive a more personal understanding of the data if presented in tables arranged so that associations of his size and in his state were grouped together. Grouping of the first inquiry

have been delivered. Thus, the percentage of response may be stated in any of several ways. The manner illustrated in Table 8 gives the minimum picture of response. To state the response in another way -- of 880 associations sampled, 49 per cent completed the inquiry form while 8 per cent were found to be too inactive to contribute information. In this instance a total of 87 per cent contributed in some way to the study.

Although the data present in Chapter Three were derived from the 887 inquiry forms returned before February 3, 1949, and representing 49 per cent of the associations sampled, the fact should be noted that 87 per cent of the associations contributed to the study. The fact of the existence of a number of dormant local teachers' associations cannot be overlooked.

Procedures Used in Tabulating and Interpreting the Data Obtained by the First Inquiry Form

Grouping for tabulation.-- The data obtained from the first inquiry form were felt to be more meaningful if tabulated according to states and membership of associations within states. In this way the president of an association with a given membership and in a given state would derive a more personal understanding of the data if presented in tables arranged so that associations of his size and in his state were grouped together. Grouping of the first inquiry

form for tabulation was, therefore, done first by states and second, according to number of members.

Grouping by membership of association.-- The problem of arranging the local teachers' associations participating in this study into some meaningful grouping involved several trial-and-error procedures before arriving at a decision. Many inquiry forms were still in the possession of respondents when it became necessary to formulate some plan for grouping. However, 215 forms had been returned, and it was believed that a grouping based upon this total would not change significantly as additional forms were returned.

An arbitrary grouping on the basis of membership was considered. While all methods were to some extent arbitrary, it was felt that some more significant grouping was possible than a completely arbitrary division.

The mean size of the first 215 associations responding was 102 members. However, of the 215 associations only 44 contained more than 102 members. Therefore, any grouping based upon the mean size of the responding associations gave a very inaccurate picture since it brought together into the same group associations of widely different sizes.

Table 4 illustrates certain facts concerning the first 215 associations, which might be considered a possible

form for tabulation was, therefore, done first by states and second, according to number of members.

Grouping by membership of association.-- The problem of arranging the local teachers' associations participating in this study into some meaningful grouping involved several trial-and-error procedures before arriving at a decision. Many inquiry forms were still in the possession of respondents when it became necessary to formulate some plan for grouping. However, 218 forms had been returned, and it was believed that a grouping based upon this total would not change significantly as additional forms were returned.

An arbitrary grouping on the basis of membership was considered. While all methods were to some extent arbitrary, it was felt that some more significant grouping was possible than a completely arbitrary division.

The mean size of the first 218 associations responding was 102 members. However, of the 218 associations only 44 contained more *than* 102 members. Therefore, any grouping based upon the mean size of the responding associations gave a very inaccurate picture since it brought together into the same group associations of widely different sizes.

Table 4 illustrated certain facts concerning the first 218 associations, which might be considered a possible

grouping for tabulation purposes.

Table 4. Grouping of the First 215 Associations Based Upon the Total Accumulated Membership of These Groups

Group	Number of Associations	Size	Number of Members	Percentage of Members	Percentage of Associations
(1)	(2)	(3)	(4)	(5)	(6)
I	2	951-2000	4500	20	1
II	10	281-950	4597	21	5
III	22	129-280	4098	19	10
IV	54	58-127	4394	20	25
V	127	0-57	4398	20	59

The grouping shown in Table 4 was evolved by arranging the 215 associations in order of membership, adding the accumulated membership, and dividing the 215 organizations into five groups with, roughly, 20 per cent of the total membership in each group. With the exception of Group II, this was a fairly consistent grouping. However, Group II, representing a spread of 281 to 950 members, was felt to be poor. It is possible that differences exist between groups of 950 members and groups of 281 members, which could not be determined if the tabulation were done on this basis.

It is of interest to note that approximately 20 per cent of all teachers in the first 215 associations belonged to associations of less than 57 members. These small

Grouping for tabulation purposes.

Table 4. Grouping of the First 215 Associations Based Upon the Total Accumulated Membership of These Groups

Group	Number of Associations	Size	Number of Members	Percentage of Members	Percentage of Associations
(1)	(2)	(3)	(4)	(5)	(6)
I	2	881-2000	4000	30	1
II	10	281-880	4497	31	5
III	23	128-280	4098	19	10
IV	84	38-127	4894	20	39
V	127	0-37	4994	30	59

The grouping shown in Table 4 was evolved by arranging the 215 associations in order of membership, adding the accumulated membership, and dividing the 215 organizations into five groups with, roughly, 20 per cent of the total membership in each group. With the exception of Group II, this was a fairly consistent grouping. However, Group II, representing a spread of 281 to 880 members, was felt to be poor. It is possible that differences exist between groups of 880 members and groups of 281 members, which could not be determined if the tabulation were done on this basis.

It is of interest to note that approximately 20 per cent of all teachers in the first 215 associations belonged to associations of less than 37 members. These small

groups comprised 59 per cent of all the associations participating. Another 20 per cent of these teachers belonged to the 9 per cent of associations with over 951 members.

Table 5 illustrates the method of grouping upon which the tabulation was done. In this grouping the top three organizations of 2500, 2000, and 950 members respectively were excluded from the accumulated membership totals and were classified as the "VL" or very large group. Then, the accumulated membership figures were obtained as before. Since the value of data obtained from this form was believed to be in illustrating the services available to teachers through their local organizations, this grouping was based upon the total number of members served by the 212 associations. This figure was found to be 16,538, and, accordingly, the median number of members was 8,269. On the table of associations listed in order of size, on which was also listed the accumulated membership totals, the median of 8,269 was found to correspond with an association of 119.125 members. Thus, half of the total number of teachers served by the first 212 associations participating in this study belonged to associations with a membership of less than 120. Similarly, Q-3 was found to be 12,403, corresponding to an association of 248.304 members, and Q-1 was found to be 4,135 corresponding to an association of

groups comprised 80 per cent of all the associations participating. Another 20 per cent of these teachers belonged to the 8 per cent of associations with over 851 members.

Table 5 illustrates the method of grouping upon which the tabulation was done. In this grouping the top three organizations of 25000, 2000, and 850 members respectively were excluded from the accumulated membership totals and were classified as the "VL" or very large group. Then, the accumulated membership figures were obtained as before. Since the value of data obtained from this form was believed to be in illustrating the services available to teachers through their local organizations, this grouping was based upon the total number of members served by the 212 associations. This figure was found to be 18,838, and, accordingly, the median number of members was 8,289. On the table of associations listed in order of size, on which was also listed the accumulated membership totals, the median of 8,289 was found to correspond with an association of 118.129 members. Thus, half of the total number of teachers served by the first 212 associations participating in this study belonged to associations with a membership of less than 130. Similarly, Q-3 was found to be 12,403, corresponding to an association of 248.304 members, and Q-1 was found to be 4,132 corresponding to an association of

55.339 members. Therefore, associations of 55 or less members comprised organizations in the bottom quartile while organizations of 249 or more members comprised organizations in the top quartile, both on the basis of the total membership. The forms were tabulated according to quartile groups of equal membership with one group of very large associations being tabulated separately.

Table 5. Grouping of 215 Associations For Tabulation on the Basis of the Total Membership Served, the Median, Q-3, and Q-1 Serving as Limits For Each Group, With Three Very Large Organizations Excluded

Group	Number of Associations	Size	Number of Members	Percentage of Members	Percentage of Associations
(1)	(2)	(3)	(4)	(5)	(6)
VL	3	491-	5450	25	1
I	11	249-490	4177	19	5
II	25	120-248	4176	19	12
III	54	56-119	4068	19	25
IV	122	9-55	4116	19	57

Tabulation and statistical treatment of data.-- The first inquiry form was tabulated by hand on 48 sheets of one-fourth inch ruled graph paper, 17 by 22 inches in size. Marginal comments and answers not tabulated by objective means were copied on 3 by 5 cards and filed.

The tabulation sheets were set up to allow for totals

Table 6. Grouping of 216 Associations For Tabulation on the Basis of the Total Membership Served, the Median, Q-3, and Q-1 Serving as Limits For Each Group, With Three Very Large Organizations Excluded

Group	Number of Associations	Size	Number of Members	Percentage of Memberships	Percentage of Associations
(1)	(2)	(3)	(4)	(5)	(6)
VI	3	491-	5450	25	1
I	11	249-490	4177	19	5
II	25	120-248	4176	19	12
III	64	56-119	4038	19	29
IV	122	0-55	4114	19	57

Tabulation and statistical treatment of data.-- The first inquiry form was tabulated by hand on 48 sheets of one-fourth inch ruled graph paper, 17 by 22 inches in size. Marginal comments and answers not tabulated by objective means were copied on 3 by 5 cards and filed.

The tabulation sheets were set up to allow for totals

for each size group and for each state as well as for subtotals for each size group within each state. Except when considered unnecessary, all 3 by 5 cards were filed in this manner.

Machine tabulation was considered but not attempted because of cost, lack of facilities at the time of tabulation, and the fact that a great deal can be learned by the investigator who actually tabulates his own inquiry form items.

> The student must examine individual situations as such, seeking for elements of interest and significance in each. If he depends upon a mechanical (clerical) tabulation of questionnaire results concerning practices and conditions, he will miss many of the opportunities for real insight into conditions. He will probably desire to secure the statistical aspects of his returns, but he will also bear in mind that figures tell but a small part of any study, and he will be alert for discovering other valuable aspects of data. 1/

The results were expressed in whole numbers or in rounded percentages, and the arrangement of these results into appropriate tables comprises Chapter Three of this thesis.

Whenever feasible and practical in Chapters Three and Four of this thesis, percentages were compared and critical ratios determined in order to obtain statistical descriptions from which to draw generalizations and conclusions. The

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1/ Good, Barr, Scates, op. cit., p. 334.

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formulae utilized are common in educational research. In a discussion of the standard error of a percentage and the standard error of the difference between two percentages, Garrett[1] states,

> It is often possible to find the percentage of a given group which exhibits a certain attribute or possesses certain interests or attitudes, or other fairly general characteristics, when it is difficult if not impossible to measure these attributes directly. Given the percentage occurrence of an attribute, the question of how much confidence we can put in our figure often arises. How reliable an index is it of the incidence of the phenomenon in which we are interested? The standard error of a percentage is given by the formula:

$$\sigma_{\%} = 100\sqrt{\frac{pq}{N}} = 100\sqrt{\frac{p(1-p)}{N}}$$

(standard error of a percentage) [2]

> We often want to know whether there is a significant difference between the percentages of two groups who exhibit a certain form of behavior. When our two groups constitute samplings from what seem to be different populations, or when percentages are uncorrelated, we may determine the significance of the difference between the percentages in the two groups by the formula:

$$D_{\%} = \sqrt{{}^{2}\%_{1} + {}^{2}\%_{2}}$$

$$D_{\%} = 100\sqrt{\frac{p_1q_1}{N_1} + \frac{p_2q_2}{N_2}}$$

(standard error of the difference between two uncorrelated percentages) [3]

1/ Henry E. Garrett, Statistics in Psychology and Education, Longmans, Green, and Company, New York, 1947.

2/ Ibid., p. 218.

3/ Ibid., p. 219.

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The critical ratio was obtained wherever the above statistics were used.

$$CR = \frac{P_1 - P_2}{S.E.\ diff.}$$

The critical ratio was determined in order to obtain an aid in deciding whether the null hypothesis should or should not be rejected. The null hypothesis in all cases was simply that no real difference existed between the characteristics or opinions of the groups being compared on the specific item.

Lindquist[1/] writes of the critical ratio in an understandable manner.

> The ratio between an obtained difference and its estimated standard error is often referred to as the "significance ratio." In the preceding example, for instance, the significance ratio was 1.54. To enable us to reject the null hypothesis at the 5 per cent level, the significance ratio must exceed 1.96; at the 2 per cent level it must exceed 2.33, etc. The "critical value" which the significance ratio must exceed in order that we may declare the difference "significant" depends upon the level of confidence that we choose to employ, and this in turn depends upon our temperament and other considerations. Educational and psychological research workers have in the past frequently followed the practice of requiring that the significance ratio exceed 3 before declaring a difference significant, that is they have insisted on a very high degree of confidence (0.26 per cent level) that the null hypothesis is false. More recent practice is to utilize the 1 per cent or 2 per cent levels, with

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2.58 and 2.33 as the corresponding "critical" values of the significance ratio. 1/

The level of significance utilized in this study is the 1 per cent level equivalent to a critical ratio of at least 2.576. This level was assumed as sufficiently rigid. The size of the sample and the careful procedures followed in carrying out the study appeared to justify the adoption of this level. Furthermore, the danger of rejecting the null hypothesis on the basis of a higher percentage level, that is, a lower degree of confidence, would place doubt upon the results.

In this type of investigation the errors due to chance fluctuations of uncontrolled factors might tend to give apparently "significant" differences at a less discriminating level of confidence. The 1 per cent level helps to reduce this possibility. Nevertheless, the interpretation of so-called significant differences as shown statistically must be made carefully.

It should be noted here that in no case does a mere statistical significance in a study of this type indicate the procedure which is actually significant. Quality cannot be measured in terms of quantity. It was interesting to note statistical differences between certain percentages because this procedure described the situation studied

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accurately. However, in no case did this investigator conclude that a procedure or opinion was right or wrong merely in terms of statistical significance.

> The interpretation of frequency studies solely in terms of the figures is not only inadequate but difficult. For example, if 75 per cent of the superintendents who reply to a questionnaire indicate that they solve a problem in a certain way, this may be as much as one needs to know for pure science, but for practical purposes one must go farther and attach a certain significance to this fact. What shall the conclusion be? Does this fact mean that this is a desirable way to solve the problem? Is it necessarily more desirable than another method that comes to light in the survey, of which the 75 per cent had not yet thought or heard? Or, if 60 per cent of the principals indidate on a check list that they perform a certain duty, on the average, less than once a month, can one tell whether the duty is important or not? Can cruciality be inferred from frequency? Or can the importance of an event for a single individual be inferred from the prevalence of the event in the whole group? . . . 1/

The 1 per cent level of confidence as adopted in this thesis meant that when a difference appeared significant, the null hypothesis was considered false at the 1 per cent level. Or, only 1 in 100 times could the difference be attributed to chance alone. Accordingly, high confidence may be assumed that the two groups being compared actually differed in the item measured.

Standard errors of the percentages were obtained from Edgerton's tables 2/ the use of which greatly facilitated

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necessary computation.

Development of the Second Inquiry Form And Duplicated Materials Pertaining To It

Development and tryout of the second inquiry form.--[1] The second inquiry form was intended to obtain the responses of superintendents of schools and presidents of local teachers' associations to the following questions.

1. How should local teachers' organizations be organized?
2. What should be the activities of local teachers' organizations?
3. What should be the aims of local teachers' organizations?

This form consisted of selected items from the first inquiry form re-arranged to obtain an opinion response. The form was not comprehensive in that it did not attempt to obtain an exhaustive list of opinions. Each item selected for inclusion on the form represented real differences of opinion as noted in the literature.

The form was prepared with two different cover pages, one intended for superintendents and the other for presidents. The form itself was exactly the same for both groups of respondents.

Part III of this form consisted of the same items included in Part III of Inquiry Form No. 1. Therefore,

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1/ See Appendix, p. 429.

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Development of the Second Inquiry Form And Duplicated Materials Pertaining To It

Development and layout of the second inquiry form.--[1]

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[1] See Appendix, p. 439.

copies of the form sent to presidents of local associations did not contain Part III if the president had answered those items when completing the first form.

The form, as approved by the writer's advisory committee, was completed by a group of 25 disinterested persons. The purpose of this tryout was to make certain that the items were stated clearly and objectively.

After minor revisions the form was submitted to 25 superintendents of schools. Further revision was planned if this group found difficulty with the form. However, all forms were returned with no indication that the respondents had difficulty. The form was submitted immediately to the remaining superintendents and to the presidents of local associations selected for participation.

Use of duplicated letters and postal cards.-- [1] Four duplicated letters and two duplicated postal cards were used with the second inquiry form. A preliminary letter was prepared and mailed early in February, 1949, to the superintendents of schools. This letter described the work done pertaining to the first inquiry form and asked the superintendents' cooperation by completing a shorter form. A self-addressed postal card was enclosed with this letter on which the superintendent could indicate his willingness

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1/ See Appendix, p. 424-428.

to participate. Space was left for his reasons for not participating if he did not wish to cooperate.

A follow-up letter was mailed to those superintendents not replying within two weeks. This letter consisted of a brief explanation of the value of this study and a plea for cooperation. The same postal card was enclosed.

The closing date of April 1, 1949, was announced on a postal card and sent to all respondents holding the inquiry form longer than two weeks. No other follow up was necessary. Covering letters accompanied both forms.

Selection of Respondents to the Second Inquiry Form

Three-fifths of the 287 associations which completed the first inquiry form were selected for further participation in the study. The associations were arranged in order of size by states. The sampling was done by selecting the first three on the list in each state, excluding two, selecting the next three, excluding two, and so on to the end of each list. This process insured a correct proportion for each state as well as a random selection from the largest associations to the smallest.

The second inquiry form was then mailed to the president of each association selected.

The name of the superintendent of schools in whose district the association was located was determined by

examination of the educational directories of each state. Then, each superintendent was sent the preliminary letter as described. Inquiry forms were directed to superintendents as they responded favorably to the study.

Follow-up letters and postal cards were mailed during March, 1949, in order to insure maximum response to the inquiry form.

Response Obtained to the Second Inquiry Form

Response to the second inquiry form is summarized in Table 6. The fact that superintendents of schools not

Table 6. Response to the Second Inquiry Form

State	Number Selected	Group Responding			
		Presidents		Superintendents	
		Number	Per Cent	Number	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)
New York.	51	47	92	32	63
Conn. ...	25	23	92	16	64
Maine[a/] ..	30 (28)	27	90	21	75
Mass. ...	37	34	92	32	86
N.H.	11	11	100	10	91
R.I.	11	10	91	8	73
Vt.	10	10	100	7	70
Total	175 (173)	162	93	126	73

a/ In Maine 28 superintendents were selected because two superintendents held jurisdiction over districts containing two participating associations.

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New York.	51	47	92	32	63
Conn. ...	28	25	89	18	64
Maine[a] ..	30 (28)	27	90	21	78
Mass. ...	37	34	92	32	86
N.H.	11	11	100	10	91
R.I.	11	10	91	8	73
Vt.	10	10	100	7	70
Total	178 (176)	164	93	128	73

[a] In Maine 28 superintendents were selected because two superintendents held jurisdiction over districts containing two participating associations.

previously contacted were very willing to participate in this study is indicated by the percentage of response.

Procedures Used in Tabulating And Interpreting The Data Obtained by The Second Inquiry Form

The second inquiry form was tabulated by hand on 18 sheets of one-fourth inch ruled graph paper in the same manner as was described for the first form. The results of the data obtained by this form are summarized in Chapter Four.

Summary of Chapter Two

Data for this study were gathered by two carefully constructed inquiry forms. The first form was long and comprehensive and intended to picture the present status of local teachers' associations in New England and New York State. The second was shorter and was intended to obtain the opinions of superintendents of schools and presidents of local teachers' associations concerning the work of local teachers' associations in the same area.

Maximum response to the first form in each state was obtained by the use of several follow-up letters and postal cards. An overall response of 57 per cent was obtained, 49 per cent completing the form, while 8 per cent expressed themselves as being too inactive to furnish information. This phase of the study was closed on February 3, 1949.

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Maximum response to the first form in each state was obtained by the use of several follow-up letters and postal cards. An overall response of 87 per cent was obtained, 49 per cent completing the form, while 8 per cent expressed themselves as being too inactive to furnish information. This phase of the study was closed on February 3, 1949. Responses were selected from lists furnished by the

state teachers' associations where such lists were available. When lists were not available, the presidents of local associations were contacted through their superintendents of schools.

The proportional random sample of three-fifths of the associations completing the first inquiry form was selected to complete the second form. On April 1, 1949, when the study was closed, 73 per cent of the superintendents of schools and 93 per cent of the presidents of local associations had returned completed inquiry forms.

Data on both forms were arranged in tables and most of the gross figures are expressed in percentages. The significance of the difference between certain percentages as obtained on selected aspects of both forms was determined.

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CHAPTER III

THE ORGANIZATION, ACTIVITIES, AND AIMS OF LOCAL TEACHERS' ASSOCIATIONS AS REVEALED BY THE FIRST INQUIRY FORM

Validity and Reliability of the First Inquiry Form

Face Validity.-- To the extent that an inquiry form of this type obtains the facts and opinions for which it asks it is said to be valid. Face validity is, chiefly, a result of care in the construction and use of the inquiry form. That face validity is sufficient proof of validity in many cases is noted by Rulon.[1/]

> . . . We can ask about the test, is this the material we are trying to teach our children to handle, and is this the way we are trying to get them to handle it? Answering such questions has been called determining the "face validity" of the test. This sounds as though it were a rather superficial thing; as though we should require some more conclusive proof of the test's validity.
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> Actually, there can be no more conclusive proof. On the other hand, there may be other good proofs. The point is that we should not ask always for the same kind of proof of validity. The thing to ask for is a proof that the test does its job, but not to ask always for the same kind of evidence that it does. If a teacher presents 100 addition facts to his pupils in a test, someone may ask, "How do you know that this test measures what you want it to measure?" The teacher may rightly smile as he answers that he has just been teaching the children to add numbers, and he is now asking them to add the same numbers he has been

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1/ Phillip J. Rulon, "On the Validity of Educational Tests," Harvard Educational Review, 16:290-296, Fall, 1946.

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> teaching them to add, and therefore the test is obviously valid for the purpose at hand. . . . Thus we see that the direct observation of the things and processes which are the aims of instruction is the final proof of validity, as compared to the correlation coefficient of validity, which is at best secondary. 1/

The procedures followed in developing the first inquiry form are described in Chapter Two of this thesis. After a careful analysis of the various arguments and points of view set forth in the literature, a tentative form was prepared. The tentative form was revised after criticism by experts in the fields of education and teacher-association work. The revised form was then submitted to a tryout group of 25 respondents. After further revision it was submitted to all respondents.

The forms were completed by respondents assumed to be qualified to furnish the information requested. Of the 287 local associations represented, the presidents of 224 completed the form, 39 immediate past presidents completed the form, and in the remaining 24 cases the form was completed by some other active officer.

These totals represent completion by the person chiefly responsible for the work. In some cases several persons cooperated in the completion of the form, and in these instances, the person who had been corresponding with this

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investigator was counted as the person chiefly responsible. Thus, if the president was listed as working on the form along with several others and the president had been the correspondent, the form was counted as having been completed by the president. Sixty-five forms were so completed. A total of 390 respondents worked on the 287 forms, in two cases 6 and in one case 7 persons working together.[1/]

The information furnished by these respondents may be considered valid to the extent that these persons were informed and were willing to impart their information. By reason of their positions in the various associations, the respondents were intimately informed on the facts required by the inquiry form. There is no reason for believing that they withheld data.

Careful planning and revision of the form as described in Chapter Two and careful selection of respondents qualified to complete the form were procedures intended to obtain accurately the desired facts.

Other checks for validity and reliability.-- Even though every effort was made to devise and use a form resulting in face validity, further checks were made to determine the accuracy of the given information. The extent to

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which any given form proves to be an accurate instrument is known as its reliability, although, assuming a valid form, reliability may be thought of as but one aspect of validity.

Several items which the respondents completed were checked against other sources. This device provided a clue to the probable accuracy of the majority of items not possible to check.

In Massachusetts and Connecticut, lists of local associations affiliated with the state association were available. Of the 61 Massachusetts locals, 60 were listed as affiliated with the Massachusetts Teachers' Federation while one, the Boston Teachers' Alliance, was not. Of the 41 Connecticut locals, 34 were listed by the Connecticut Education Association while seven were not. The Research Department of the Connecticut Education Association found that six of the seven not listed in the published mailing lists were affiliated.[1/]

Item S-1, Part I, of the inquiry form was to be checked if the association was affiliated with the state teachers' association. Of the 102 associations responding in these States, error was made by one association claiming to be affiliated with the Connecticut Education Association when actually it was not. No associations failed to

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1/ Stated in a letter to this writer dated April 29, 1949, from Mr. Lyndon U. Pratt, Executive Secretary of the Connecticut Education Association.

which any given form proves to be an accurate instrument is known as its reliability, although, assuming a valid form, reliability may be thought of as but one aspect of validity.

Several items which the respondents completed were checked against other sources. This device provided a clue to the probable accuracy of the majority of items not possible to check.

In Massachusetts and Connecticut, lists of local associations affiliated with the state association were available. Of the 61 Massachusetts locals, 60 were listed as affiliated with the Massachusetts Teachers' Federation while one, the Boston Teachers' Alliance, was not. Of the 41 Connecticut locals, 34 were listed by the Connecticut Education Association while seven were not. The Research Department of the Connecticut Education Association found that six of the seven not listed in the published mailing lists were affiliated.[1]

Item 8-f, Part I, of the inquiry form was to be checked if the association was affiliated with the state teachers' association. Of the 102 associations responding in these States, error was made by one association claiming to be affiliated with the Connecticut Education Association when actually it was not. No associations failed to

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[1] Stated in a letter to this writer dated April 29, 1940, from Mr. Lyndon U. Pratt, Executive Secretary of the Connecticut Education Association.

indicate affiliation either in Massachusetts or Connecticut when, in fact, they were. Thus, 100 out of 101 associations completed the item accurately, a percentage of 99.

Actually, respondents to this inquiry were more accurate than the published information since in Connecticut seven associations not listed claimed affiliation, and, as has been indicated, a check of current records with the Connecticut Education Association revealed that six out of the seven were correct.

Item Q-2, Part I, was checked by respondents if legal counsel was available through association affiliations. In Massachusetts and Connecticut the state associations provide legal service to affiliated groups. Furthermore, this information definitely is made known to affiliates.

> The CEA retains as its legal counsel Attorney Charles S. House of the firm of Day, Berry, and Howard, Hartford, Connecticut. Consultation with the attorney is available to individual teachers and to local association representatives on educational problems. Arrangements for such consultation may be made through the Executive Secretary. 1/
>
> The Federation has a free legal service for members and sometimes goes to court on teacher cases of general significance. Teachers are invited to submit legal problems along professional lines 2/

1/ Handbook For Members, Connecticut Education Association, Hartford, Connecticut, 1947-1948, p. 11.

2/ A Handbook For Association Leaders, Massachusetts Teachers' Federation, Boston, Massachusetts, September 1, 1945, p. 6.

Of the states covered by this study, these were the only two wherein the state teachers' associations were found to inform affiliated groups directly that legal counsel was available. In the others, no direct statements, as are quoted above, could be found in any literature provided by the state associations to affiliated locals. Accordingly, the heads of the affiliated local associations in Massachusetts and Connecticut might be expected to know that such legal counsel was available through the state association.

Of the 100 associations in Massachusetts and Connecticut found to be affiliated with the state organizations, 8 checked that legal counsel was not available, 2 left the item blank, 84 checked that legal counsel was available through the state teachers' association, while 7 named some other source of legal counsel. Ten of the 100 respondents showed by their response to this item that they either did not know of such service or thought it did not exist. The item was, therefore, 90 per cent accurate in Massachusetts and Connecticut.

The Rhode Island and Vermont State Teachers' Associations were found to be very loosely organized at the time of this investigation. No materials were located as supplied by the state associations to local groups. Twenty-one of the 34 associations responding from these States

were not affiliated with the state teachers' organization. Under such circumstances legal counsel would not be available to local associations from the state groups. Of the 13 local associations claiming affiliation with the state organizations, 10 definitely stated that such legal counsel was not available, 2 left the item blank, and only 1, in Rhode Island, claimed that legal counsel was available through affiliation with the state teachers' association. None of the 21 non-affiliated associations claimed that such counsel was made available. Thus, only one of 34 associations responding in these States held such counsel to be available, 98 per cent agreeing with the findings of this investigation, namely, that the Vermont and Rhode Island State Teachers' Associations do not provide legal counsel to local associations in their respective states.[1/]

Item S-2, Part I, was checked by respondents if their local association was affiliated with the National Education Association. This item was checked by 142 of the respondents. Local education associations affiliated with the National Education Association are listed in the Handbook and Manual of the National Education Association.[2/]

1/ For a discussion of legal counsel available through the State Teachers' Associations to local teachers' associations in Maine, New Hampshire, and New York, see p. 151-152 of this chapter.

2/ Handbook and Manual, op. cit. (any year).

An analysis of the associations listed in the Handbooks for 1947 and 1948 revealed that 57 of the associations claiming National Education Association affiliation were not listed. This list of 57 associations was submitted to the Research Department of the Association which checked the list against current records in the Division of Accounts. Fifteen of the 57 associations were found to be affiliated. Thus, 100 of the total 142 associations claiming to be local affiliates of the National Education Association were actually affiliated while 42 were not. This indicates that 70 per cent of the respondents checking this item did so accurately while 30 per cent were in error.

The item was worded as follows:

S. With which of the following groups is your local association affiliated? Check ( ).

1. ____ The State Teachers' Association
2. ____ The National Education Association
3. ____ The American Federation of Labor
4. ____ The Congress of Industrial Organizations
5. ____ None
6. ____ Other (Name) _____
7. ____ _____

Remember that item S-1, when checked against the response of 101 associations in Massachusetts and Connecticut was 99 per cent accurate. It was unfortunate that item S-2 was the only item cutting across all states wherin it was

An analysis of the associations listed in the Handbooks for 1947 and 1948 revealed that 87 of the associations claiming National Education Association affiliation were not listed. This list of 87 associations was submitted to the Research Department of the Association which checked the list against current records in the Division of Records. Fifteen of the 87 associations were found to be affiliated. Thus, 100 of the total 142 associations claiming to be local affiliates of the National Education Association were actually affiliated while 42 were not. This indicates that 70 per cent of the respondents checking this item did so accurately while 30 per cent were in error.

The item was worded as follows:

6. With which of the following groups is your local association affiliated? Check ( ).

1. ____ The State Teachers' Association
2. ____ The National Education Association
3. ____ The American Federation of Labor
4. ____ The Congress of Industrial Organizations
5. ____ None
6. ____ Other (Name) _____
7. ____ _____

Remember that item 8-1, when checked against the response of 101 associations in Massachusetts and Connecticut was 89 per cent accurate. It was unfortunate that item 8-2 was the only item setting across all states wherein it was

possible to check against a reliable source.

The error, however, was in one direction. That is, no association actually affiliated with the National Education Association failed to indicate this fact. All of the 145 associations failing to check this item are not listed in either the 1947 or 1948 Handbook. Therefore, the error actually amounts to 42 of 287 cooperating associations. The item was completed accurately by 85 per cent of the total 287 respondents.

Had the term "affiliation" been defined in more specific terms, it is likely that the error would have been negligible. That is, if the respondent had been asked to check if his association paid a $5.00 annual fee to the National Education Association for the benefits of group affiliation, fewer respondents would have misunderstood the term.

The figure of 85 per cent accuracy is not unduly low, 90 per cent or better being generally accepted as indicating validity. That the error was in one direction, however, should be noted. In matters of straight fact the form, apparently, was at least 90 per cent accurate and probably higher. Where the respondent had to interpret or where the checking of an item may have made the local appear more active than it was, the accuracy was slightly less than 90 per cent. This means that in the interpretation of

results obtained from the form, the locals may not have been doing quite so much as they claimed. It is probable that the error was on the side of making local groups look better. Thus, the work of local associations was at that time no more than the picture presented in this chapter and might have been less.

Reliability of the Sample

Results of grouping the 287 associations.-- As noted in Chapter Two the forms returned by all associations participating in this study were tabulated according to groupings based upon the median number of members served by the first 215 associations responding. This was assumed to be a stable sample in light of the careful procedures followed in carrying out the study. However, a quantitative check was felt to be necessary. Consequently, the same procedures followed in tabulating the first 215 associations were applied to the total 287.

This represents an increase of 33.4 per cent in the number of associations participating. The total number of members increased from 21,987 to 28,307, a percentage increase of 28.7.

The results of grouping the total 287 so closely approximated the results of the earlier grouping that no further treatment of the figures was felt to be necessary.

Table 7 sums up these results.

Table 7. A Comparison of the Results of Grouping the Total 287 Associations with the Results of Grouping the First 215 Associations a/

	First 215		Total 287	
Statistic	Members	Size of Association	Members	Size of Association
(1)	(2)	(3)	(4)	(5)
Median	8,269	119.125	10,795	119.9
Q-3	12,403	248.304	16,193	248.964
Q-1	4,135	55.339	5,398	54.184

Columns (3) and (5) in Table 7 show the comparisons which are pertinent. For example, the figure 248.304 under column (3) and opposite Q-3 means that on the basis of the total membership of the first 215 associations, organizations of more than 248 members comprised the top quartile. The figure opposite Q-3 in column (5) is 248.964. This means that on the basis of the total membership of the total 287 associations, organizations of more than 249 members comprised the top quartile. The actual difference was 0.66 of a member. In tabulating the difference in terms of round numbers, the difference would be 1 member

a/ Three of the first 215 associations were classified as the VL group of over 490 members. Five of the total 287 were so classified.

Table 7. A Comparison of the Results of Grouping the Total 287 Associations with the Results of Grouping the First 218 Associations a/

Statistic	First 218		Total 287	
	Members	Size of Association	Members	Size of Association
(1)	(2)	(3)	(4)	(5)
Median	8,269	119.125	10,768	119.9
Q-3	12,403	248.304	16,182	248.364
Q-1	4,136	83.339	5,368	84.184

Columns (3) and (5) in Table 7 show the comparisons which are pertinent. For example, the figure 248.304 under column (3) and opposite Q-3 means that on the basis of the total membership of the first 218 associations, organizations of more than 248 members comprised the top quartile. The figure opposite Q-3 in column (5) is 248.364. This means that on the basis of the total membership of the total 287 associations, organizations of more than 248 members comprised the top quartile. The actual difference was 0.68 of a member. In tabulating the difference in terms of round numbers, the difference would be 1 member

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a/ Three of the first 218 associations were classified as the VL group of over 250 members. Five of the total 287 were so classified.

in organizations comprising the top quartile. It was assumed that differences of fractions of members were insignificant in a total membership increasing from 21,987 to 28,307. The stability of the sample in terms of size of associations was accepted as having been illustrated.

Had the actual tabulation been done on the basis of the total 287 associations, the grouping would have been as follows: Group VL comprising 491 members and over; Group I, 250 to 490 members; Group II, 121 to 249 members; Group III, 55 to 120 members; Group IV, 9 to 54 members. In no case does the difference exceed more than 1 member.

Response from each state.-- The overall response from each state is offered as evidence that the associations participating in the study were well distributed geographically. The study purports to represent an analysis of local teachers' associations in New England and New York State. Table 2 on page 94 shows the percentage of response from each state. Table 3 on page 96 shows the reasons for non-participation offered by 60 per cent of the total non-participants. Effort was made to reach all associations in each state with the exception of Massachusetts and New York where careful samples were taken. The results, as shown in Table 2, range from 37 per cent of all the associations in Connecticut to 60 per cent of all the associations in New Hampshire, with a total of 49 per cent of the associations

sampled in all seven states actually participating in the study.

Treatment of the Data

As described in Chapter Two under the paragraph lead, "Tabulation and statistical treatment of data" most of the findings of this investigation are presented in whole numbers and percentages. Wherever it seemed desirable, percentages were compared. As a means of determining the extent of chance differences, critical ratios were determined and, wherever pertinent, are presented in the tables.

The formulae given in Chapter Two show that in order to arrive at the critical ratio, it is necessary to compute the standard error of a percentage and the standard error of the difference between two percentages. The critical ratio is seen as the ratio of the obtained difference in percentage to the standard error of the difference.

Many authors of theses, reporting the results of similar computation, have included in their tables the standard error squared of each percentage as well as the standard error of the difference. These are merely steps in the work of obtaining the critical ratio which is the end result.

Tables in this thesis which report critical ratios omit these preliminary figures and report only, first, the first percentage; second, the second percentage; third, the obtained difference between the two; and fourth, the critical ratio.

The level of confidence indicates the number of chances in 100 that the difference obtained is actually a real difference and not the result of chance error, or, in other words, the number of times in 100 that the same results would be obtained were the investigation to be repeated.

As pointed out, the 0.01 level of confidence requiring a critical ratio of 2.576 was accepted in this investigation as indicative of results in which high confidence may be placed.

However, critical ratios of 2.326 to 2.575 and 1.960 to 2.325 are frequently referred to in Chapters Three and Four as "significant" at the 0.02 and 0.05 levels. The chances are approximately 50 to 1 that the former represent real differences and approximately 20 to 1 that the latter represent real differences.

Although referred to infrequently in the thesis, the 0.1 level of confidence should be noted. A critical ratio of 1.645 indicates that 9 times out of 10 the same results would be obtained if the investigation were repeated. Therefore, 9 out of 10 generalizations based upon the 0.1 level of confidence would be liable to be correct. Critical ratios of 1.645 to 1.959 are occasionally referred to as tentatively acceptable or to be noted with reservation.

A Basic Difference Between the Data in this Chapter and the Data in Local Education Associations at Work

The data contained in the tables set up in this chapter are based upon the entire 287 local teachers' associations which completed the inquiry form. An additional 49 associations, 8 per cent of the total sample, were found by their own admission to be too inactive to participate in this study.

The tables found in the National Education Association Research Bulletin Local Education Associations at Work are based upon less than a fourth of the known local associations, the rest having been eliminated from the study as being too inactive.

> There is further concern in the fact that only a fourth of the professional educational associations known to exist were active enough to be represented in this study, and that the facts reported represent a selection toward the more active and effective organization. 1/

In view of the above statement it must be concluded that the tables found in this Bulletin represent data describing a one fourth minority consisting of the most active local teachers' associations.

Only 8 per cent of the local teachers' associations contacted in the present investigation were too inactive to participate. Thus, the associations which contributed data

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1/ Local Education Associations at Work, op. cit. p. 139.

to this study were a far less selected group.

This may result in differences in the percentages of associations responding to similar items in the two studies. For example, from 71 to 72 per cent of the associations participating in the National Education Association study report a legislative committee. The existence of this committee was reported by 53 per cent of the associations taking part in this study. A social committee was reported by 48 to 52 per cent of the associations participating in the National Education study. This committee was reported by 71 per cent of associations participating in the present study.[1/]

As a means of interpreting the profession to the public, materials were provided to newspapers by 71 to 72 per cent of associations participating in the National Education Association study. This activity was reported as a regular practice by 54 per cent of the respondents to the present study. An additional 23 per cent, however, reported this an occasional practice.

Furthermore, the participating associations in the National Education Association study were on the whole large groups. Extreme selectivity naturally would result in excluding many small clubs. The results of that study

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1/ See Table 18 of this chapter.

1/ See Table 18 of this chapter.

indicate that, "For all the all-inclusive associations reporting, the average number of members was 245; for the classroom-teacher associations, 304."[1/]

The average size of the associations participating in the present study was 99 members. Only 417 of the 1,040 associations in the National Education Association study had a membership of less than 100. However, 237 of the 287 associations participating in the present study had a membership of less than 119.

These facts and figures mean that direct comparison between the data of the two studies is difficult. On the one hand, data were based upon a relatively small selected group of active organizations throughout the country. On the other, the data were based upon a maximum number of organizations in a selected geographic area.

The present study is believed accurate as a picture of the actual status of activity among local teachers' associations in the area covered. The Bulletin, Local Education Associations at Work, is no doubt an accurate study of the status of more selected and active local teachers' associations throughout the country. The status of the organizations which were not reached in either study remains unknown. In the present investigation it is indicated that

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1/ Local Education Associations at Work, op. cit., p. 106.

they are on the whole probably less active than those which did respond. Follow-up letters and personal interviews revealed that many cases of non-cooperation were caused by general lack of unified leadership. In some cases letters were passed along to as many as three or four individuals. In other cases the organizations voted to table the matter until a later meeting which, as far as could be determined, never took place. Although some active groups were known to have declined participation, the point to be made here is that the present study was not unduly prejudiced in favor of the active groups.

If the data presented in the tables of this chapter form a disheartening analysis of our local teachers' associations, it is held that the associations were no more active and might even have been less active than this thesis establishes.

A Summary of the Practices in Organization Followed by the Participating Local Associations

Reason for name.-- Of the 287 participating organizations, 189 called themselves a teachers' "association"; 77 called themselves a "club"; 19 used some other term such as "league," "alliance," or "council." Two had no name. To determine whether the name chosen had any particular significance for the individual organization, respondents were asked directly to explain the reason for selecting the name

employed. In the two major groups, 48 per cent of the associations and 47 per cent of the clubs either left the item blank or stated that there was no particular reason. Of the 19 in the small group, 9 replied that there was no particular reason.

Of the associations giving reasons, 21 per cent offered a common definition, namely, a group of associates with common interests or objectives; 14 per cent replied that they were following a pattern established by state and national teachers' associations; 5 per cent replied that "association" is a customary term. The remainder gave a variety of reasons such as that the term "association" sounded more professional than "club" or "union."

Of the clubs giving reasons, 29 per cent stressed the common interests or objectives of members. All of this group used the word "social" to describe the major emphasis. Twelve per cent stated that the term "club" described the small, friendly, democratic, loosely-organized group. Others replied that they were following a pattern established by larger groups or that "club" is a convenient term.

Of the 10 oddly-named groups offering reasons, 2 mentioned the common interests or goals of members; 3 stressed that the new name was of greater dignity or unity; 2 felt the new name to be less offensive than "union" or "association"; 1 mentioned they were following a national pattern;

2 gave other reasons.

There was a large amount of overlapping in the reasons. For example, those defining association frequently used the terms "club" or "union" to describe themselves. The clubs, on the other hand, frequently began their definitions with the words, "an association."

While there might be some reason to believe that the emphasis of teachers' clubs could be more social than that of teachers' associations, there is no reason to believe the clubs are any less professional. The newer terms, such as "alliance" or "council" might imply an attempt to define a more professional organization, but many "associations" or "clubs" might be more professional than many "federations" or "leagues."

In view of all these possibilities and in view of the large percentage in each group giving no particular reason, no tabulation was done on the basis of name of the group. The term "association" is used in this thesis to refer to all participating groups. It is of interest to note that several names are represented in the organizations described in Chapter Five as better-than-average groups.

Date of organization or founding.-- Table 8 shows the dates during which participating associations were first founded or organized. This table is based upon information given by the respondents, and in many cases the dates are approximate.

Table 8. The Dates During Which Associations Participating in This Study Were First Founded or Organized

Inclusive Dates	Number of Associations
1947-1948	25
1940-1946	85
1930-1939	54
1920-1929	33
Before 1920	37
Unknown or Not Given	53
Total	287

Many respondents gave such answers as "about 1935," "in the 1920's," or "as far as I know, at the end of the first World War." These were accepted as accurate approximations and were used in computing totals for the table. Note the large number of respondents who did not know even an approximate date or who left the item blank, indicating that they did not know. Possibly many of these represent older organizations in which case the present officers might very well have no knowledge of the groups' earlier histories. The number of approximations together with the number of unknowns and blank spaces indicate that the records of many local teachers' associations are not complete.

Note also the large number of associations founded

Table 8. The Dates During Which Associations Participating in This Study Were First Founded or Organized

Inclusive Dates	Number of Associations
1947-1949	28
1940-1946	85
1930-1939	84
1920-1929	38
Before 1920	37
Unknown or Not Given	85
Total	357

Many respondents gave such answers as "about 1930," "in the 1920's," or "as far as I know, at the end of the first World War." These were accepted as accurate approximations and were used in computing totals for the table. Note the large number of respondents who did not know even an approximate date or who left the item blank, indicating that they did not know. Possibly many of these represent older organizations in which even the present officers might very well have no knowledge of the groups' earlier histories. The number of approximations together with the number of unknowns and blank spaces indicate that the records of many local teachers' associations are not complete.

Note also the large number of associations founded

since 1940, 38 per cent of all those participating. In a few cases, these represented groups formed by the merger of older elementary and secondary clubs or men's and women's clubs. Less than ten such cases were noted. For example, one president of a new local of the American Federation of Teachers noted that his association organized in 1947 as a reaction against domination of the teachers' group in that community by school administration. The older group might still have been in existence, but the group which participated in this study was new in 1947.

Membership.-- All of the associations participating in this study admitted all of the classroom teachers in the area served by the association to membership in the association. Table 9 shows the percentage of certain other school employees admitted to membership in the participating associations. Table 10 shows the percentage of each of these school employees who, if admitted to membership, could not hold office or vote in the association.

Note that of the 6 per cent of the associations admitting school board members to the association 39 per cent grant only a restricted membership. Seventeen per cent of the 68 per cent of superintendents admitted were restricted in their membership. Of the 93 per cent of principals admitted to membership, only 5 per cent were restricted.

Table 9. The Percentage of Certain School Employees Other Than Classroom Teachers Admitted to Membership in the Participating Associations

Employee	Percentage Admitted
School Principals	93
Supervisors	73
Superintendents	68
Librarians	50
Nurses	25
Clerical Workers	21
School-board Members	6
Janitors	6

Table 10. The Percentage of School Employees Other Than Classroom Teachers Who, If Admitted to Membership, Are Restricted From Holding Office or Voting

Employee	Percentage Restricted (If Admitted)
Principals	5
Supervisors	2
Superintendents	17
Librarians	4
Nurses	16
Clerical Workers	28
School-board Members	39
Janitors	38

Table 9. The Percentage of Certain School Employees Other Than Classroom Teachers Admitted to Membership in the Participating Associations

Employee	Percentage Admitted
School Principals	92
Supervisors	75
Superintendents	68
Librarians	80
Nurses	85
Clerical Workers	41
School-board Members	6
Janitors	6

Table 10. The Percentage of School Employees Other Than Classroom Teachers Who, If Admitted to Membership, Are Restricted From Holding Office or Voting

Employee	Percentage Restricted (If Admitted)
Principals	3
Supervisors	2
Superintendents	17
Librarians	4
Nurses	16
Clerical Workers	28
School-board Members	36
Janitors	36

Annual dues.-- Table 11 lists the local annual dues for associations in each size group. Note that in nearly all cases the local dues were far less than the estimated $1.00 a month suggested by the National Education Association as necessary to finance a complete professional program.[1/]

The median amount of dues collected by participating associations was $1.00 annually. Only 5 per cent were found to charge annual dues for local use of $5.00 or more each year. Thirty per cent charged less than $1.00 annually, but in many of these cases the total annual dues was listed as $1.00 with some of this allotted to affiliated groups, thus bringing the total annual local dues to less than $1.00. However, associations were noted with no annual dues or with dues of $.25 to $.75 per year.

In the opinion of this investigator it is ridiculous to strive for professional organization on local dues of a few cents per year. Until teachers are willing to pay individually for the professional services rendered through professional organization, the best that can be hoped for is a good social hour now and then. The National Education Association has suggested that about $8.00 or $9.00 annually may be enough. Perhaps $5.00 would be a good figure to

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1/ Local Education Associations at Work, op. cit., p. 138.

Annual Dues.-- Table 11 lists the local annual dues for associations in each size group. Note that in nearly all cases the local dues were far less than the estimated $1.00 a month suggested by the National Education Association as necessary to finance a completely professional program.[1]

The median amount of dues collected by participating associations was $1.00 annually. Only 8 per cent were found to charge annual dues for local use of $5.00 or more each year. Thirty per cent charged less than $1.00 annually, but in many of these cases the total annual dues was listed as $1.00 with some of this allotted to affiliated groups, thus bringing the total annual local dues to less than $1.00. However, associations were noted with no annual dues or with dues of $.25 to $.75 per year.

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1/ Local Education Associations at Work, op. cit., p. 138.

Table 11. The Local Annual Dues of Associations Participating in This Study

Amount	Percentage in Each Size Group				Total
	VL and I 20 Associations	II 32 Associations	III 66 Associations	IV 169 Associations	
(1)	(2)	(3)	(4)	(5)	(6)
Less Than $1.00	10	34	15	37	30
$1.00	25	9	26	23	22
$1.01 to $1.99	5	19	29	7	13
$2.00	10	19	11	15	14
$2.01 to $4.99	25	16	12	14	14
More Than $5.00	25	3	5	4	5
Not Given	0	0	3	0.6	1

strive for. If this figure were adopted, at least 93 per cent of all local teachers' associations in New England and New York State would have to raise their local dues. Of course, the income of many local teachers' associations was noted to be supplemented by special assessments and charges for various types of teas, parties, or plays. This is considered an unprofessional approach. The more dignified and businesslike method would be to maintain a system of local dues large enough in the first place.

Table II. The Local Annual Dues of Associations Participating in This Study

Amount	Percentage in Each Size Group				Total
	VI - and I 80 Associations	II 32 Associations	III 68 Associations	IV 188 Associations	
(1)	(2)	(3)	(4)	(5)	(6)
Less Than $1.00	10	34	18	37	30
$1.00	28	9	26	28	22
$1.01 to $1.99	8	18	28	7	13
$2.00	10	18	11	18	14
$2.01 to $4.99	25	16	12	14	14
More Than $5.00	25	3	8	4	8
Not Given	0	0	3	0.6	1

Month of election of officers.-- A total of 283 respondents gave the month of election of their officers. Sixty per cent elected officers in April, May, or June, thus, allowing time for summer planning of fall programs.[1/] Thirty-five per cent of this group held fall elections with 23 per cent of these holding elections in September. A small minority held elections during some other month. This information is summed up in Table 12.

Table 12. Month of Election of Officers

Month	Number	Per Cent	Total
(1)	(2)	(3)	(4)
April	15	5	
May	110	38	60
June	47	16	
September	65	23	
October	31	11	35
November	4	1	
December	1	0.4	
January	6	2	
February	1	0.4	4
March	3	1	

Special requirements and training for officers.-- Only 6 per cent of the respondents stated that there were special requirements to be met by members before serving as officers. Ten per cent stated that special training was necessary. In

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1/ Local Education Associations at Work, op. cit., P. 137.

Month of election of officers.-- A total of 283 respondents gave the month of election of their officers. Sixty per cent elected officers in April, May, or June, thus, allowing time for summer planning of fall programs. Thirty-five per cent of this group held fall elections with 25 per cent of these holding elections in September. A small minority held elections during some other month. This information is summed up in Table 12.

Table 12. Month of Election of Officers

Month	Number	Per Cent	Total
(1)	(2)	(3)	(4)
April	18	8	
May	110	52	60
June	47	16	
September	58	25	
October	31	11	38
November	4	1	
December	1	0.4	
January	0	0	
February	1	0.4	4
March	3	1	

Special requirements and training for officers.-- Only 8 per cent of the respondents stated that there were special requirements to be met by members before serving as officers. Ten per cent stated that special training was necessary. In

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1/ Local Election Arrangements at Work, op. cit., p. 137.

all such cases, however, the requirements or training listed were minor. Such items as "Dues must be paid." or "Officer must know parliamentary procedure." or "Secretary-treasurer must have knowledge of office practice, bookkeeping, and accounting." are typical. Several noted that administrative officers in the school system were not eligible to be officers in the association. No special requirements or training were listed which might not be expected to be true of all associations.

Officers reported.-- Table 13 sums up the percentage of officers reported by each size group. The table does not show the names of officers not listed on the inquiry form. For example, a few respondents noted various types of secretaries, listed in the table as "one or more secretaries." Some mentioned the chairmen of committees who are not usually thought of as regular officers.

This table shows results which might logically be expected as differences between the teachers' associations of various size groups. For example, the percentage of auditors increases as the groups become larger. One interesting office is that of secretary-treasurer which, as expected, is found chiefly in associations of less than 56 members (Group IV). In the smaller associations, the offices of secretary and treasurer are combined. Also to be noted is the decrease in the percentage of secretaries and treasurers

Table 13. The Percentage of Officers Reported by Each Size Group

Officer	Membership				Total
	More Than 248	120 to 247	56 to 119	Less Than 56	
(1)	(2)	(3)	(4)	(5)	(6)
President	100	100	100	99	99
One or More Vice-Presidents	100	100	97	89	93
Secretary-Treasurer	10	6	8	35	24
Treasurer	90	97	92	64	76
One or More Secretaries	85	97	94	63	75
Executive-Secretary	25	3	5	1	3
Executive-Committee	55	78	82	57	65
Auditor	45	31	17	7	14
Parliamentarian	0	33	2	2	3

for this group.

Table 14 shows that in nearly all associations the major officers were elected by vote of the entire membership. In the few cases where this was not so, the officers were stated to be "appointed" by the teachers or by "general agreement." This usually occurred in very small associations. It was also noted that in a few cases the executive-secretary and secretary were appointed by the president.

Table 12. The Percentage of Officers Reported by Each Size Group

Officer	Membership				Total
	More Than 248	120 to 247	86 to 119	Less Than 86	
(1)	(2)	(3)	(4)	(5)	(6)
President	100	100	100	99	99
One or More Vice-Presidents	100	100	97	89	93
Secretary-Treasurer	10	6	8	35	24
Treasurer	80	97	82	64	78
One or More Secretaries	85	97	94	63	78
Executive-Secretary	25	3	8	1	5
Executive-Committee	85	78	82	57	65
Auditor	45	21	17	7	14
Parliamentarian	0	33	2	2	5

for this group.

Table 12 shows that in nearly all associations the major officers were elected by vote of the entire membership. In the few cases where this was not so, the officers were stated to be "appointed" by the executive or by "general agreement." This usually occurred in very small associations. It was also noted that in a few cases the executive-secretary and secretary were appointed by the president.

Auditors and parliamentarians not elected were appointed by the president or an executive group. Members of the executive committee were either appointed by the president or by schools which they represented.

Table 14. The Number and Percentage of Officers Elected by Vote of the Entire Membership

Office	Number	Percentage Elected
(1)	(2)	(3)
President	272	95
Vice-President	257	96
Secretary-Treasurer	62	91
Secretary	206	95
Treasurer	208	95
Executive-Secretary	7	70
Executive Committee	114	61
Auditor	16	39
Parliamentarian	2	25

Term of service.-- In every case the large majority of officers were elected or appointed for one-year terms. The sole exception appeared to be membership to the executive committee. In approximately 19 per cent of the cases, executive committee members held office for two or more years. Table 15 sums up these approximate percentages.

These figures are offered as approximations and not as

Table 15. The Approximate Percentage of Officers Serving for Terms of One Year, Two Years, One to Two Years, and Three Years

Officer	Number Reporting	Percentage			
		One Year	Two Years	One to Two Years	Three Years
(1)	(2)	(3)	(4)	(5)	(6)
President	251	91	8	1	0
Vice-President	238	91	8	1	0
Secretary-Treasurer	54	98	2	0	0
Secretary	194	89	10	1	0
Treasurer	189	89	10	1	0
Executive-Secretary	11[a/]	91	0	0	0
Executive Committee	139	81	8	1	10
Auditor	54	94	4	2	0
Parliamentarian	7	100	0	0	0

thoroughly reliable percentages because a large proportion of the respondents omitted the item. For example, although 267 associations were noted previously to have one or more vice-presidents, information was given concerning the term of service of only 238 vice-presidents. Although 216 secretaries were claimed previously, only 194 were noted here.

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a/ One executive-secretary of the 11 associations reporting this officer was appointed on a permanent basis as a full-time employee.

Table 18. The Approximate Percentage of Officers Serving for Terms of One Year, Two Years, One to Two Years, and Three Years

Officer	Number Reporting	Percentage			
		One Year	Two Years	One to Two Years	Three Years
(1)	(2)	(3)	(4)	(5)	(6)
President	207	83	8	1	0
Vice-President	209	91	8	1	0
Secretary-Treasurer	64	98	2	0	0
Secretary	104	89	10	1	0
Treasurer	109	89	10	1	0
Executive-Secretary	11[a]	91	0	0	0
Executive Committee	139	81	8	1	10
Auditor	84	96	4	2	0
Parliamentarian	7	100	0	0	0

[a] One executive-secretary of the 11 extrapolations reporting this officer was appointed on a permanent basis as a full-time employee.

Other inconsistencies occurred. Terms of service were given for more executive-secretaries and auditors than were stated previously to hold these offices.

This was due to the extreme complexity of the item as included on the inquiry form. Term of service was the fourth column on a five-column table. It is evident that many respondents were discouraged from completing this item because of its poor construction.

However, the general pattern as shown in Table 15 is no doubt correct. A one-year term for officers of teachers' associations was, apparently, the general practice. Not shown on the table is the fact that in a small minority (less than 10 per cent) the executive committee included one or more permanent members who held office by reason of their school position. This practice should be discouraged. It is undemocratic and leads to confusion. Whether true or not it leads to the charge of administrator domination. No professional group of teachers, organized into an association by reason of common needs and purposes, should have school administrators as permanent members of their executive group.

School position of major officers.-- The majority of the major offices were found to be held by classroom teachers. Table 16 shows the percentage of certain offices held by classroom teachers, principals, and those of other

school positions between the rank of teacher and principal.

Table 16. The School Position of Incumbents of Major Offices in Local Teachers' Associations

Office	Percentage Holding School Position		
	Teacher	Principal	Other
(1)	(2)	(3)	(4)
President	67	18	12
Vice-President	78	13	8
Secretary	94	2	4
Treasurer	86	5	9

Table 17 shows the percentage of officers in each size group who were classroom teachers.

Table 17. The Percentage of Officers in Each Size Group Who Were Classroom Teachers

Officer	Membership				Total
	More Than 248	120 to 247	56 to 119	Less Than 56	
(1)	(2)	(3)	(4)	(5)	(6)
President	70	75	68	65	67
Vice-President	70	81	84	69	78
Secretary	88	87	95	95	94
Treasurer	72	94	47	88	86

Note that the office of president was held by a slightly lower percentage of classroom teachers in all cases.

Table 16. The School Position of Incumbents of Major Offices in Local Teachers' Associations

Office	Percentage Holding School Position		
	Teacher	Principal	Other
(1)	(2)	(3)	(4)
President	67	19	12
Vice-President	78	13	8
Secretary	84	8	4
Treasurer	88	8	3

Table 17 shows the percentage of officers in each size group who were classroom teachers.

Table 17. The Percentage of Officers in Each Size Group Who Were Classroom Teachers

Office	Membership				Total
	More Than 549	180 to 549	88 to 179	Less Than 88	
(1)	(2)	(3)	(4)	(5)	(6)
President	70	78	88	85	87
Vice-President	70	81	84	89	78
Secretary	88	87	86	95	94
Treasurer	78	94	47	88	86

Note that the office of president was held by a slightly lower percentage of classroom teachers in all cases.

Not given on the tables are the percentages for the minor offices. Thirteen per cent of the executive committees were found to contain one or more principals. Although 66 per cent of the auditing was done by teachers and 5 per cent by principals, in approximately 29 per cent of the cases an auditor was employed.

Paid employees.-- Only eight associations paid employees either full or part time. In these associations the 14 positions noted and the salary paid for each are listed as follows:

1. Executive Secretary (full time) $6,000.00 Annually
2. Executive Secretary (full time) $40.00 Weekly
3. Office Secretary (full time) $2500.00 Annually
4. Office Secretary (full time) $2500.00 Annually
5. Office Secretary (full time) $2340.00 Annually
6. Treasurer (part time) $50.00 Annually
7. Treasurer (part time) $50.00 Annually
8. Treasurer (part time) $75.00 Annually
9. Treasurer (part time) $10.00 Monthly
10. Secretary-Treasurer (part time) $20.00 Annually
11. Finance Secretary (part time) $10.00 Monthly
12. Recording Secretary (part time) $10.00 Monthly
13. Secretary (part time) $3.50 (not given)
14. Editor of Publication (part time) $125.00 Annually

The vast majority of officers and other workers in local teachers' associations gave their services for no

Not given on the tables are the percentages for the minor offices. Thirteen per cent of the executive committees were found to contain one or more principals. Although 62 per cent of the auditing was done by teachers and 8 per cent by principals, in approximately 22 per cent of the cases an auditor was employed.

Paid employees.-- Only eight associations paid employees either full or part time. In these associations the 14 positions noted and the salary paid for each are listed as follows:

1. Executive Secretary (full time) $4,000.00 Annually
2. Executive Secretary (full time) $40.00 Weekly
3. Office Secretary (full time) $2800.00 Annually
4. Office Secretary (full time) $2800.00 Annually
5. Office Secretary (full time) $2340.00 Annually
6. Treasurer (part time) $80.00 Annually
7. Treasurer (part time) $60.00 Annually
8. Treasurer (part time) $75.00 Annually
9. Treasurer (part time) $10.00 Monthly
10. Secretary-Treasurer (part time) $20.00 Annually
11. Finance Secretary (part time) $10.00 Monthly
12. Recording Secretary (part time) $10.00 Monthly
13. Secretary (part time) $3.50 (not given)
14. Editor of Publication (part time) $150.00 Annually

The vast majority of officers and other workers in local teachers' associations gave their services for no

remuneration. Even in the few associations which paid certain officers and employees the majority of officers were not recompensed.

Active committees.-- As indicated on Table 18, nine committees were listed on the inquiry form. The percentages of each committee which were active in associations in each size group at the time of this study are shown in this table.

Table 18. The Percentages of Committees Active in Each Size Group at the Time of This Study

Classification of Committees	Membership				Total
	More Than 248	120 to 247	56 to 119	Less Than 56	
(1)	(2)	(3)	(4)	(5)	(6)
Finance or Salary	75	75	58	45	53
Social or Entertainment	75	72	83	66	71
Study or Research	40	28	17	15	19
Publicity	85	78	55	39	50
Program	45	53	52	53	50
Legislative	90	88	59	39	53
Nominating	65	59	58	34	44
Membership	45	19	18	9	15
Professional	45	47	36	18	28

The largest group of committees was the social or entertainment which was reported by 71 per cent of all participants.

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Table 12. The Percentage of Committees Active in Each Size Group at the Time of this Study

Classification of Committees	Membership				
	More Than 249	120 to 249	50 to 119	Less Than 50	Total
(1)	(2)	(3)	(4)	(5)	(6)
Finance or Salary	75	75	86	46	64
Social or Entertainment	75	75	83	66	71
Study or Research	40	88	17	18	19
Publicity	85	75	66	36	50
Program	45	63	66	83	80
Legislative	80	80	84	36	62
Membership	65	88	88	54	44
Membership	45	18	18	9	16
Professional	45	47	66	18	38

The largest group of committees was the social or entertainment which was reported by 71 per cent of all participants.

Half or slightly more than half of the respondents reported salary, publicity, program, and legislative committees. It is possible that many special committees were not active at the time of this study. Thus, there might have been a greater number of committees than those indicated.

Many committees not listed on the inquiry form were written in by respondents. All of these are set forth in the following list. Some which are listed separately might have been categorized under titles of committees reported in Table 18. For example, the public relations committees reported by 11 associations might have been totaled with the publicity committees. However, since respondents chose to regard them as separate groups, they are so reported.

It is impossible to explain the duties or purposes of these committees since they were not explained by the respondents. Some of the titles are self-explanatory, but many are cryptic. The number of associations reporting each committee is given in parentheses if listed more than once.

1. Flower, Sunshine, or Remembrance (28)
2. Teacher Welfare (28)
3. Scholarship (13)
4. Public Relations (11)
5. Ethics (7)

Half or slightly more than half of the respondents reported salary, publicity, programs, and legislative committees. It is possible that many special committees were not active at the time of this study. Thus, there might have been a greater number of committees than those indicated.

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1. Clover, Sunshine, or Membership (23)
2. Teacher Welfare (23)
3. Scholarship (13)
4. Public Relations (11)
5. Ethics (7)

6. Auditing (6)
7. Retirement or Pension (5)
8. Constitution (4)
9. Standards (Merit Rating) (4)
10. Education (4)
11. Ways and Means (3)
12. National Education Association (3)
13. Professional Growth (3)
14. Publications (2)
15. Grievance (2)
16. Evaluation (2)
17. Radio (2)
18. Community Service (2)
19. Policies (2)
20. Benefit Fund (2)
21. Personnel Policy (2)
22. In Service (2)
23. Liaison (2)
24. Teachers' Interest (2)
25. Budget (2)
26. American Education Week (2)
27. Civic (2)
28. Insurance (2)
29. Credit Union (2)
30. Non-partisan
31. Housing
32. Handbook

6. Auditing (6)
7. Retirement or Pension (6)
8. Constitution (4)
9. Standards (Work Rating) (4)
10. Education (4)
11. Wage and Hours (3)
12. National Education Association (3)
13. Professional Growth (4)
14. Publications (3)
15. Grievance (3)
16. Evaluation (3)
17. Radio (3)
18. Community Service (3)
19. Politics (3)
20. Benefit Fund (3)
21. Personnel Policy (3)
22. In Service (3)
23. Liaison (3)
24. Teachers' Interest (3)
25. Budget (3)
26. American Education Week (3)
27. Civic (3)
28. Insurance (3)
29. Credit Union (3)
30. Non-partisan
31. Housing
32. Handbook

33. Dramatic
34. International Education
35. International Relations
36. Advisory on Merit Law
37. Philanthropic
38. Sick Leave
39. Teachers' Relations
40. Family Relations
41. Conference
42. Red Cross
43. Safety
44. Discussion
45. Historian
46. Choral
47. Resolutions
48. Speakers
49. Observation
50. Sabbatical
51. Promotional Increment
52. Guidance
53. Curriculum
54. Press
55. Inter-organization
56. Committee on Committees
57. Adknowledgement
58. Health
59. Student Welfare
60. Recreation

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34. International Connection
35. International Relations
36. Advisory on Merit Law
37. Philanthropic
38. Sick Leave
39. Teachers' Relations
40. Family Relations
41. Conference
42. Red Cross
43. Safety
44. Discussion
45. Visitation
46. Choral
47. Resolutions
48. Speakers
49. Observation
50. Sabbatical
51. Promotional Increment
52. Guidance
53. Curriculum
54. Press
55. Inter-organization
56. Committee on Committees
57. Advancement
58. Health
59. Student Welfare
60. Recreation

61. Planning

62. "French School"

63. Professional Information

While the absence of active committees cannot be taken alone as evidence of dormancy, such absence might be an indication of weak organization. For example, an association might not maintain a publicity or public relations committee and still have cordial public relations. However, it is illogical to deny that the presence of such a committee, if active, is valuable insurance toward the future.

It might be possible to have a public relations program without a public relations committee. However, such a program would seem to lack purpose or direction unless some member or group within the association were given the responsibility to carry it out.

In the aggregate, all the committees reported suggested that many worthwhile endeavors are being undertaken by local teachers' associations. However, the small percentage of times that any given committee was reported indicated a general lack of activity, insofar as committee organization is concerned, at the time this study was carried out.

For example, only 53 per cent of all the participants reported a salary committee. This was in spite of the tremendous publicity given to the low salaries of teachers during the past three years. The publicity concerning

61. Planning

62. "French School"

63. Professional Information

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For example, only 52 per cent of all the participants reported a salary committee. This was in spite of the tremendous publicity given to the low salaries of teachers during the past three years. The publicity concerning

teachers' salaries, it might be noted, was not due to planned work on the part of local teachers' associations since only half reported publicity committees.

Legal counsel or service.-- Six associations, all in Groups I or VL, stated that they employed legal counsel on occasion. Seventy-two respondents left this item blank, while 199, 69 per cent of the total participating, replied that no legal counsel was employed. It is likely that those omitting the item did not employ legal counsel.

The fact that legal counsel was available was stated by 149 respondents or 52 per cent of the total, while 100 or 35 per cent replied in the negative. Thirty-eight left the item blank, but it is probable that omissions here indicate a negative answer or that the respondent did not know.

The reliability of this item in Massachusetts, Connecticut, Vermont, and Rhode Island is discussed on pages 117 to 119 in this chapter. In these States it was well established that legal counsel either was or was not available to local teachers' associations through the state teachers' organization. In Massachusetts and Connecticut the state teachers' associations definitely have made such service available and, furthermore, have made announcement of such service a part of the Handbooks prepared for local use. In Vermont and Rhode Island, legal service was, apparently, not

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The fact that legal counsel was available was stated by 149 respondents or 98 per cent of the total, while 100 or 39 per cent replied in the negative. Thirty-eight left the item blank, but it is probable that omissions here indicate a negative answer or that the respondent did not know.

The reliability of this item in Massachusetts, Connecticut, Vermont, and Rhode Island is discussed on pages 117 to 119 in this chapter. In these States it was well established that legal counsel either was or was not available to local teachers' associations through the state teachers' organization. In Massachusetts and Connecticut the state teachers' associations definitely have made such service available and, furthermore, have made announcement of such service a part of the Handbooks prepared for local use. In Vermont and Rhode Island, legal service was, apparently, not

available.

The respondents in all of these States gave reliable answers, a large majority in Connecticut and Massachusetts stating that the state teachers' associations provided legal counsel and a large majority in Rhode Island and Vermont denying that such service was available.

In Maine, New Hampshire, and New York, it is doubtful if such service was actually made available through the state teachers' organization. The literature prepared for local use in these States was not clear on this point, and this doubt was reflected in the answers of respondents to this item.

Nine associations in Maine, four in New Hampshire, and 22 in New York stated that the state teachers' association provided legal service. Twenty-two in Maine, eight in New Hampshire, and 22 in New York denied this. Thus, 35 associations in these States held such service to be available while 53 held that it was not. An additional 23 left the item blank, and 17 named some other group through which they obtained legal counsel.

The whole pattern in these latter States is one of confusion in regard to a major service which may or may not be provided by the state association.

Constitution.-- Eighty-two per cent of the respondents stated that their association had a written constitution.

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The whole pattern in these latter States is one of confusion in regard to a major service which may or may not be provided by the state association.

Constitution.-- Eighty-two per cent of the respondents stated that their association had a written constitution.

One hundred per cent of the associations of more than 119 members were found to have a written constitution. Of those associations consisting of from 56 to 119 members, 92 per cent claimed to have a written constitution. In Group IV, consisting of associations of less than 56 members, 72 per cent claimed a written constitution.

Although it is encouraging that 72 per cent of the small group had adopted a constitution, no professional teachers' association should attempt to function without a constitution outlining at least a statement of purposes, of the responsibilities of members, and of the rules of procedure. Without such a document, any organization must degenerate into an informal discussion group.

Affiliations.-- Eighty-three per cent of the respondents claimed affiliation with the state teachers' association, while 49 per cent claimed affiliation with the National Education Association. As noted on pages 119 to 121 in this chapter, the percentage of those claiming National Education Association affiliation was large, but the actual affiliates were found to be 35 per cent of the total number of participants. Two associations were local affiliates of the American Federation of Teachers. No other union affiliates participated. Seven per cent of the participants claimed no affiliations. Eleven per cent claimed affiliation with county or regional associations.

Affiliations.-- Eighty-three per cent of the respondents claimed affiliation with the state teachers' association, while 49 per cent claimed affiliation with the National Education Association. As noted on pages 112 to 121 in this chapter, the percentage of those claiming National Education Association affiliation was large, but the actual affiliates were found to be 58 per cent of the total number of participants. Two associations were local affiliates of the American Federation of Teachers. No other union affiliates participated. Seven per cent of the participants claimed no affiliations. Eleven per cent claimed affiliation with county or regional associations.

Ninety-nine per cent of the respondents stated that affiliation with a larger organization left the local members free to determine local policies and practices. The two associations responding negatively merely stated that they were expected to conform to the policies established by the state organization.

Changes in organizational structure, 1944-1948.-- Forty-nine per cent of the respondents reported no changes in organizational structure during any year from 1944 to 1948. Of course, it is significant that 38 per cent of the participating associations were organized since 1940 with 9 per cent of these established during 1947 and 1948. These groups could scarcely have reported organizational changes before the date of organization.

Fifty-one per cent of the associations reported changes. After classification, the changes, if reported more than once in any year, are given as follows. The number of associations reporting each change is given is parentheses.

1944

1. Revision or adoption of constitution (8)
2. Affiliation with the National Education Association (2)
3. Changes in membership rules (4)

1945

1. Revision or adoption of constitution (9)
2. Addition of committees (2)
3. Changes in membership rules (2)

Ninety-nine per cent of the respondents stated that affiliation with a larger organization left the local membership free to determine local policies and practices. The two associations responding negatively merely stated that they were expected to conform to the policies established by the state organization.

Changes in organizational structure, 1944-1948.--

Forty-nine per cent of the respondents reported no change in organizational structure during any year from 1944 to 1948. Of course, it is significant that 50 per cent of the participating associations were organized since 1940 with 9 per cent of these established during 1947 and 1948. These groups could scarcely have reported organizational changes before the date of organization.

Fifty-one per cent of the associations reported changes. After classification, the changes, if reported more than once in any year, are given as follows. The number of associations reporting each change is given in parentheses.

1944

1. Revision or adoption of constitution (8)
2. Affiliation with the National Recreation Association (3)
3. Changes in membership rules (4)

1945

1. Revision or adoption of constitution (9)
2. Addition of committees (3)
3. Changes in membership rules (2)

1946

1. Revision or adoption of constitution (25)
2. Affiliation with state teachers' association (4)
3. Affiliation with National Education Association (2)
4. Changes in membership rules (2)
5. Addition of committees (19)
6. Change name (4)
7. Addition of officers (2)
8. Dues raised (3)

1947

1. Revision or adoption of constitution (26)
2. Addition of committees (15)
3. Affiliation with state Teachers' association (11)
4. Dues raised (11)
5. Change in membership rules (5)
6. Time of meetings changed (3)
7. Addition of officers (3)
8. Changes in executive committee (2)
9. Affiliation with county organization (2)

1948

1. Revision or adoption of constitution (25)
2. Addition of committees (14)
3. Addition of officers (9)
4. Affiliation with National Education Association (6)
5. Raised dues (5)
6. Affiliation with state teachers' association (3)
7. Lowered quorum (2)
8. Changes in membership rules (2)

1946

1. Revision or adoption of constitution (28)
2. Affiliation with state teachers' association (4)
3. Affiliation with National Education Association (2)
4. Changes in membership rules (3)
5. Addition of committees (19)
6. Change name (4)
7. Addition of officers (3)
8. Dues raised (3)

1947

1. Revision or adoption of constitution (29)
2. Addition of committees (15)
3. Affiliation with state teachers' association (11)
4. Dues raised (11)
5. Change in membership rules (3)
6. Time of meetings changed (3)
7. Addition of officers (3)
8. Changes in executive committee (3)
9. Affiliation with county organization (3)

1948

1. Revision or adoption of constitution (28)
2. Addition of committees (14)
3. Addition of officers (9)
4. Affiliation with National Education Association (6)
5. Raised dues (3)
6. Affiliation with state teachers' association (3)
7. Lowered quorum (3)
8. Changes in membership rules (3)

Twelve of the 50 committees added during these years were finance or salary groups. Six were concerned with public relations or publicity. Ten were professional committees of various types set up for research, ethics, or curriculum study. The remainder were such diverse groups as program, legislative, scholarship, retirement, resolutions, teacher-welfare, and others.

Changes in membership rules were chiefly in regard to admitting administrators to membership. In one case all school employees were admitted to membership. In another, all administrators were excluded. Eight of the 15 changes reported in the membership rules were changes to provide for honorary membership for retired teachers, nurses, secretaries, school-board members, and others.

Secretaries and treasurers comprised seven of the 14 officers added, the chief reason being a split of the office of secretary-treasurer.

A Summary of the Activities of the Participating Local Associations

Regular meetings.-- Table 19 shows the percentage of associations in each size group which claimed regular meetings. The frequency of such meetings is also indicated.

Although 60 per cent of the associations claimed to meet at least every two months, no real pattern was observable except in the totals (column 6 in Table 19) where a

Twelve of the 89 committees added during these years were finance or salary groups. Six were concerned with public relations or publicity. Ten were professional committees of various types set up for research, ethics, or curriculum study. The remainder were such diverse groups as program, legislative, scholarship, retirement, resolutions, teacher-welfare, and others.

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Secretaries and treasurers comprised seven of the 14 offices added, the chief reason being a split of the office of secretary-treasurer.

A Summary of the Activities of the Participating Local Associations

Regular meetings.-- Table 18 shows the percentage of associations in each size group which claimed regular meetings. The frequency of such meetings is also indicated.

Although 80 per cent of the associations claimed to meet at least every two months, no real pattern was observable except in the totals (column 8 in Table 18) where a

Table 19. The Percentage of Associations Scheduling Regular Meetings, as Indicated

Schedule of Meetings	Membership				Total
	More Than 248	120 to 247	56 to 119	Less Than 56	
(1)	(2)	(3)	(4)	(5)	(6)
Monthly	55	16	30	39	39
Bi-monthly	0	19	27	21	21
Quarterly	15	38	15	15	17
Three Times Yearly	15	6	9	8	8
Semi-annually	5	16	11	4	7
Annually	10	3	3	6	5

gradual decrease may be noted from the 39 per cent which scheduled regular monthly meetings to the 5 per cent holding only regular annual meetings.

This schedule of regular meetings does not, of course, cover all of the meetings held by local teachers' associations. Nearly all of the respondents whose associations met regularly annually or semi-annually made the notation that other unscheduled meetings were held whenever necessary.

Between 90 and 95 per cent of the participating associations held regular meetings in public school buildings. Three per cent, all very small groups, met in homes of the members. The remainder met in other public meeting places, such as community buildings. Five respondents stated that

Table 19. The Percentage of Associations Scheduling Regular Meetings, as Indicated

Schedule of Meetings	Membership				Total
	More Than 249	150 to 249	56 to 149	Less Than 55	
(1)	(2)	(3)	(4)	(5)	(6)
Monthly	85	18	30	38	39
Bi-monthly	0	12	27	21	21
Quarterly	18	38	16	18	17
Three Times Yearly	18	6	9	8	8
Semi-annually	5	18	11	4	7
Annually	10	5	5	6	6

gradual decrease may be noted from the 39 per cent which scheduled regular monthly meetings to the 8 per cent holding only regular annual meetings.

This schedule of regular meetings does not, of course, cover all of the meetings held by local teachers' associations. Nearly all of the respondents whose associations met regularly annually or semi-annually made the notation that other unscheduled meetings were held whenever necessary.

Between 30 and 35 per cent of the participating associations held regular meetings in public school buildings. Three per cent, all very small groups, met in homes of the members. The remainder met in other public meeting places, such as community buildings. Five respondents stated that

regular meetings were held in rented halls or in regular headquarters maintained by the association. The uncertainty of the total which met in school buildings is caused by the ambiguity of a few respondents. In cases where the association included several towns, the respondent frequently answered, "in the various towns of the district." The assumption was made here that such associations met in the various school buildings, and responses were tabulated accordingly.

Extremely successful activities during 1947-1948.-- Respondents were asked to name several activities officially sponsored by their association during the school year 1947-1948 and which were heavily supported by the membership. The activities given were to be rated from "extremely successful" to "failure" on a five-point scale. The 15 heavily supported activities named most often as extremely successful are classified as follows. The number of associations naming each is given in parentheses.

1. Banquets, dinners, receptions (50)
2. Parties, teas, dances (39)
3. Salary raise, salary schedule, bonus, pension, sick leave, or other matter related to pay (34)
4. Picnics (25)
5. Plays (18)
6. Overseas teachers' relief (16)

regular meetings were held in rented halls or in regular headquarters maintained by the association. The uncertainty of the total which met in school buildings is caused by the ambiguity of a few responses. In cases where the association included several towns, the respondent frequently answered, "In the various towns of the district." The assumption was made here that such associations met in the various school buildings, and responses were tabulated accordingly.

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1. Banquets, dinners, receptions (80)
2. Parties, teas, dances (38)
3. Salary raise, salary schedule, hours, pension, sick leave, or other matter related to pay (34)
4. Picnics (32)
5. Plays (15)
6. Overseas teachers' relief (13)

7. Support of state and/or federal aid to education (12)
8. In-service training program (11)
9. Lectures (10)
10. Cards or card parties (7)
11. Scholarship fund (7)
12. Observation of American Education Week (6)
13. Cooperation with the Parent-Teachers Association (4)
14. Discussions or forums (4)
15. Joint meetings with other teachers' associations (3)

A total of 86 separate activities were rated as extremely successful, most of which were mentioned by but one association. The predominance of banquets, parties, and picnics in a list such as this is evidence that local teachers' associations were still largely social in nature. Although salary activities rate high on the list, it should be noted that only 34 of the 287 respondents rated activity on salaries as being both heavily supported and extremely successful.

Among activities noted by one or two associations were such diverse items as a penny sale, membership drive, career day, amateur contest, free milk for four children, chances for charity, business meetings, elections, periodical, spelling contest, public relations drive, and many others, some of profesional interest but some of dubious value.

Planning of successful activities.-- Most planning of successful activities was reported as occurring after the

7. Support of state and/or federal aid to education (12)
8. In-service training program (11)
9. Lectures (10)
10. Parade or sound parties (7)
11. Scholarship fund (7)
12. Observation of American Education Week (6)
13. Cooperation with the Parent-Teachers Association (4)
14. Dramatizations or forums (4)
15. Joint meetings with other teachers' associations (3)

A total of 88 separate activities were rated as extremely successful, most of which were mentioned by but one association. The predominance of banquets, parties, and picnics in a list such as this is evidence that local teachers' associations were still largely social in nature. Although salary activities rate high on the list, it should be noted that only 34 of the 287 respondents rated activity on salaries as being both heavily supported and extremely successful.

Among activities noted by one or two associations were such diverse items as a penny sale, membership drive, career day, mystery contest, free milk for four children, chances for charity, business meetings, dinettes, periodical, spelling contest, public relations drive, and many others, some of professional interest but some of dubious value.

Planning of successful activities.-- Most planning of successful activities was reported as occurring after the

school year commenced. For the 1947-1948 school year a total of 41 per cent reported that such planning took place at a meeting immediately after the start of the school year, while 47 per cent reported that the planning took place during the year. Only 11 per cent reported that successful activities were planned before the school year commenced.

At the time of this study, 55 per cent of the respondents reported that their programs were planned for the school year 1948-1949 during September, October, and November, 1948. Thirty-eight per cent reported that their program was partially planned or developed during these months.

Respondents were requested directly for an opinion concerning the relationship between the success of their group activities and the time such activities were planned. Most of those replying indicated they believed long-range planning usually resulted in greater success. Of 169 replies to this question, 98 or 58 per cent expressed this opinion. Twenty-six per cent preferred little advance planning. This group suggested that planning far in advance resulted in conflict and consequent lessening of interest. Many suggested that activities should be planned as needs were evidenced. Six per cent stated that the sooner an activity was carried out after planning the more successful it would be. Fifteen per cent stated that the success of

an activity had little or nothing to do with the time it was planned. On the other hand, pressures, interests, and conflicts determined success or failure more than did planning. Only one respondent argued that less planning resulted in more success. This respondent advocated no planning as an essential for a successful program.

In the opinion of this investigator, any program worth carrying out is worth planning. It needs to be planned far enough in advance to avoid conflicts which can be discovered only by advance planning. The program should be flexible. No planning is ever so perfect that it cannot be altered. Generally, the substance of a program should be understood by the first meeting in September, and minor variations should be expected and dealt with as the need arises.

Support and success.-- Forty-one per cent of the respondents stated that support of the program during the 1947-1948 school year was the result of a few enthusiastic members carrying it out. Thirty-seven per cent reported active participation by many members. Twenty-four per cent reported that the support by the membership was chiefly a matter of voting the approval of certain activities after which the officers carried them out. Seventeen per cent reported that many members participated actively in social and cultural activities but shunned controversial areas.

The high total is caused by many respondents checking

more than one item.

Seventy-five per cent of the respondents replied to a direct question concerning the chief factor of success during 1947-1948. The 15 answers given most often are classified as follows. The number of respondents who mentioned each item is given in parentheses.

1. Good officers, good leaders, good committee chairmen (35)
2. Common interests, understandings, or objectives of members (31)
3. Whole-hearted support, active participation by many members (26)
4. Current interest in salary proposals (24)
5. Planning ahead, careful planning (22)
6. Hard work or courage of a few members (18)
7. Planning a program suited to the membership (17)
8. Cooperation (12)
9. Recognition of the absolute necessity of getting together; need to get the case before the public; one hundred per cent support in time of strife (10)
10. A few, but important activities (7)
11. Public support (5)
12. An understanding school administration (4)
13. Cooperation with other organizations in the community (3)
14. Good objectives (2)
15. A variety of meeting places (2)

more than one item.

Seventy-five per cent of the respondents replied to a direct question concerning the chief factor of success during 1942-1943. The 18 answers given most often are classified as follows. The number of respondents who mentioned each item is given in parentheses.

1. Good officers, good leaders, good committee chairmen (38)
2. Common interests, understandings, or objectives of members (31)
3. Whole-hearted support, active participation by many members (29)
4. Current interest in salary proposals (24)
5. Planning ahead, careful planning (22)
6. Hard work or courage of a few members (18)
7. Planning a program suited to the membership (17)
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10. A few, but important activities (7)
11. Public support (5)
12. An understanding school administration (4)
13. Cooperation with other organizations in the community (3)
14. Good objectives (3)
15. A variety of meeting places (3)

Forty-one per cent of the respondents replied to a direct question concerning the chief factor in the failure of undertakings during 1947-1948. The 10 answers given most often are classified as follows. The number of times each item was mentioned is given in parentheses.

1. Lack of interest; no one willing to do any work; no support except paying dues; no interest by older teachers; no interest by teachers secure under salary schedule (34)
2. Lack of time by teachers (19)
3. Weather or transportation (12)
4. Lack of unity; dissension; petty jealousies; antagonism between men and women and between elementary and secondary school teachers (10)
5. Poor planning (9)
6. Failure of a minority to accept majority decisions (8)
7. Poor program; lack of variety; meetings dull; try to do it all in one meeting (7)
8. Fear of administration (6)
9. Poor leadership (4)
10. Poor financing (2)

In both this and in the preceding list, lack of support is evidenced. Whether it is termed "hard work by a few members" or "no one willing to do any work" the inference is the same.

Although no large number of respondents mentioned any single item on either list, those items mentioned most often are probably good indications of what constituted successful

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Although no large number of respondents mentioned any single item on either list, those items mentioned most often are probably good indications of what constituted unsuccessful

or unsuccessful programs.

Ninety-three per cent of the respondents stated that duplicated explanations of activities were provided to individual members to induce greater participation. Sixty-two per cent assigned certain activities to individual members. Only 11 per cent required that members participate in activities.

Sixteen per cent of the respondents wrote in their methods of inducing greater participation. These are summarized as follows:

1. More extensive committee organization; large committees; all members on a committee at least once during the year (12)
2. Frequent reports on meetings; reports between meetings; newsletter (3)
3. Have all schools and grade levels represented in organizational structure (3)
4. Personal contact (2)
5. More social events (2)

No other suggestions were given more than once. Among the suggestions given by only one respondent were the following: Utilize the talents of members, Assign activities to groups rather than to individuals, Make participation in activities a requirement of membership, Do nothing for which volunteers cannot be obtained, More refreshments at meetings, Plan at least one major event each year in which all will need to participate.

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How to induce greater participation when there is general lack of interest is a problem for which there is no one answer. It may be necessary, if such lack of interest is widespread and of long duration, for the active minority to assume direction of the association. Of course, no minority should break away from an association because of disagreement with majority decisions if the majority decisions represent the desires of active members. However, when the majority generally lacks the desire to do anything, minority groups must go ahead on their own.

Local publications.-- Twenty per cent of the participants reported that a handbook is provided to members. Fourteen per cent reported a local periodical.

Table 20. The Percentage of Respondents in Each Size Group Reporting Local Publications

Publication	Membership				Total
	More Than 248	120 to 247	56 to 119	Less Than 56	
(1)	(2)	(3)	(4)	(5)	(6)
Handbook	25	29	20	18	20
Periodical	65	34	17	2	14

Note that the percentage of periodicals increased consistently as the size of the associations increased. In the opinion of this investigator, no teachers' association is too small to have a regular publication even if it only takes the form of an annual summary of accomplishments

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Periodical	05	24	17	2	14

Note that the percentage of periodicals increased consistently as the size of the associations increased. In the opinion of this investigator, no teachers' association is too small to have a regular publication even if it only takes the form of an annual summary of accomplishments

together with suggestions for the future. An association which is so small that all members see one another daily probably does not need a weekly or monthly newspaper. However, all others, particularly those cutting across several communities, should have a mimeographed newsletter issued at some regular interval. A publication of this type would do much to supplement meetings and create a fraternal feeling among the membership.

Characteristics of periodicals reported.-- Of the 39 associations publishing periodicals, 54 per cent classified it as a newsletter; 25 per cent considered it a newspaper; 28 per cent used some other term such as letter or announcement; one association classified its publication as a magazine.

Forty-four per cent were published monthly, and 41 per cent, occasionally. The remainder were published regularly every two, three, or four months. Only one publication was issued more frequently than once a month, which was sent to subscribers every two weeks.[1/]

Sixty per cent were published for members only, but 46 per cent were distributed to any persons in the community who were interested.

1/ It is interesting to note that the group which published this particular newsletter had only 60 members. It was the West Warwick-Rhode Island Teachers Alliance, Local 1017, American Federation of Teachers.

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Characteristics of Periodicals Reported.-- Of the 39 associations publishing periodicals, 54 per cent classified it as a newsletter; 38 per cent considered it a newspaper; 38 per cent used some other term such as letter or announcement; one association classified its publication as a magazine.

Forty-four per cent were published monthly, and 41 per cent, occasionally. The remainder were published regularly every two, three, or four months. Only one publication was issued more frequently than once a month, which was sent to subscribers every two weeks.[1]

Sixty per cent were published for members only, but 46 per cent were distributed to any persons in the community who were interested.

1/ It is interesting to note that the group which published this particular newsletter had only 80 members. It was the West Berwick-Rhode Island Teachers Alliance, Local 1017, American Federation of Teachers.

Only one association reported that it owned the duplicating equipment used to print their periodical. Sixty-nine per cent used school equipment. Ten per cent reported that commercial work was done.

Thirty-three per cent of the periodicals were reported as being mimeographed, and eight per cent, printed. The remainder were not described. Of 20 publications returned to this investigator, eight were mimeographed, six were reproduced by Ditto, and six were printed.

Fifty-one per cent reported that members did the work involved in the printing, mimeographing, or Ditto. Fifteen per cent reported that a commercial shop did the work. Ten per cent utilized school employees. Officers of the association or school pupils turned out the remainder.

No charge was made to members for any teachers' association publication. This was surprising when considering such publications as the Journal of the New Haven-Connecticut Teachers' League, which at the time of this study was issued five times yearly and contained from 30 to 40 printed pages.[1/] Revenue from advertising in this particular publication undoubtedly did much to defray expenses.

In all cases the local group stated that it determined

1/ A yearly subscription price of $1.00 was charged to non-members of the League.

the editorial policy, 36 per cent reporting that the officers were chiefly responsible and 26 per cent reporting that the membership directly determined the policy. Sixty-seven per cent reported that articles were written by members. Editorials were written chiefly by officers, 43 per cent reporting this fact, while only 21 per cent reported that editorials were written by members other than officers. Fifty-four per cent of the periodicals contained digests or reprints of articles appearing in professional journals.

Inspection of the periodicals returned showed that their contents were for the most part announcements of meetings, reports of delegates, discussions or debates on business, the constitution or proposed changes thereof, discussions of educational legislation, committee reports with particular reference to salary news, and items of local interest to members. Occasional poetry and stories were included.

Economic services.-- Fifty-three per cent of the respondents reported group insurance, which insurance covered hospitalization in all cases and health and accident provisions in 53 per cent of the cases. Blue Cross and Blue Shield were mentioned prominently.

Seventeen per cent reported a Credit Union for members. Minor percentages reported other economic services. Table 21 sums up this information as it was reported by

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Economic services.-- Fifty-three per cent of the re-
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visions in 85 per cent of the cases. Blue Cross and Blue
Shield were mentioned prominently.

Seventeen per cent reported a Credit Union for members.
Minor percentages reported other economic services.

Table 21 sums up this information as it was reported by

the various size groups.

Table 21. The Percentage of Associations in Each Size Group Reporting Economic Services Available to Members

Economic Service	Membership				Total
	More Than 248	120 to 247	56 to 119	Less Than 56	
(1)	(2)	(3)	(4)	(5)	(6)
Group insurance	70	47	64	47	53
Credit Union	80	41	21	4	17
Emergency loan fund	15	10	2	3	5
Cooperative buying	5	6	3	1	2
Welfare fund	35	19	5	4	8

Social and cultural activities.-- Table 22 summarizes the total percentage of associations which reported the sponsoring of social and cultural activities previous to 1947, during the 1947-1948 school year, and planned for the 1948-1949 school year. Significant in this table is the small percentage of associations sponsoring any given activity as a basic and continuing policy. Outings, flower funds, parties, and lectures comprised the major activities, and these were sponsored by only about one half of the participating associations.

Respondents wrote in a number of additional social and cultural activities. For example, a minor percentage of

the various size groups.

Table 21. The Percentage of Associations in Each Size Group Reporting Economic Services Available to Members

Economic Service	Membership				Total
	More Than 249	120 to 247	58 to 119	Less Than 58	
(1)	(2)	(3)	(4)	(5)	(6)
Group insurance	70	47	64	47	53
Credit Union	30	41	21	4	17
Emergency loan fund	15	10	8	3	8
Cooperative buying	8	8	3	1	5
Welfare fund	38	19	8	4	8

Social and cultural activities.-- Table 22 summarizes the total percentage of associations which reported the sponsoring of social and cultural activities previous to 1947, during the 1947-1948 school year, and planned for the 1948-1949 school year. Significant in this table is the small percentage of associations sponsoring any given activity as a basic and continuing policy. Outings, flower funds, parties, and lectures comprised the major activities, and these were sponsored by only about one half of the participating associations.

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Table 22. The Percentage of Associations Sponsoring Social and Cultural Activities Previous to 1947, During 1947-1948, and Planned for 1948-1949 a/

Activity	Year		
	Previous to 1947	During 1947-1948	Planned for 1948-1949
(1)	(2)	(3)	(4)
Extension courses for teachers	20	24	28
Lectures	41	52	51
Group travel	1	2	1
Study groups	13	18	18
Fund for needy pupils	10	8	8
Scholarship fund for worthy pupils	12	15	18
Play (s)	15	7	8
Concert (s)	8	6	6
Outing (s) or picnic (s)	25	48	43
Book club	10	9	9
Flower or sick fund	26	53	51
Dance (s)	6	6	4
Tea (s)	21	25	24
Party (ies)	46	48	47

a/ The increases apparent in columns (3) and (4) were not necessarily due to increased activity since 9 per cent of the associations participating in this study came into existence during the 1947-1948 school year and, of course, could not report anything for previous years.

Table 22. The Percentage of Associations Sponsoring Social and Cultural Activities Previous to 1946, During 1946-1946, and Planned for 1946-1946 a/

Activity	Year		
	Previous to 1946	During 1946-1946	Planned for 1946-1946
(1)	(2)	(3)	(4)
Extension courses for teachers	20	24	28
Lectures	41	38	31
Group travel	1	2	1
Study groups	13	18	18
Fund for needy pupils	10	8	8
Scholarship fund for worthy pupils	12	15	18
Play (s)	15	7	8
Concert (s)	8	6	6
Outing (s) or picnic (s)	28	48	48
Book club	10	8	8
Flower or sick fund	36	38	31
Dance (s)	5	6	4
Tea (s)	21	25	24
Party (ies)	48	48	47

a/ The increases apparent in columns (3) and (4) were not necessarily due to increased activity since 8 per cent of the associations participating in this study came into existence during the 1946-1946 school year and, of course, could not report anything for previous years.

respondents mentioned such activities as dances, dinners, card parties, banquets, and theatre trips. One association sponsored a professional library for teachers. Another sponsored a card party for welfare purposes.

Recruitment of worthy pupils for the teaching profession.-- One of the questions asked in the proposed criteria for evaluation by the National Education Association is, "Are efforts made to recruit promising young people for teacher education?"[1/]

So far as the total participants in this investigation were concerned, the answer is that, in general teachers' associations were doing very little. Forty-two per cent of the respondents answered the direct question, "What is your group doing to induce worthy students to enter the teaching profession?" by indicating that nothing was being done in this regard. Thirty-six per cent omitted the item.

Of the 63 organizations claiming to be doing something to recruit teachers, the answers of 24 showed the association's activity to be inactive. Such recruiting as was being done was carried out as a school function and not as an association undertaking. Therefore, the reply, "through our guidance department," and other such answers are regular

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1/ Local Education Associations at Work, op. cit., p. 139.

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1/ Local Education Associations at Work, op. cit., p. 139.

aspects of school work. Eighteen associations maintained scholarship funds primarily intended for teachers' college students. Five sponsored units of the Future Teachers of America. Two mentioned that the association cooperated, as an association, with the school department in this area. Two associations stated that they had paid the expenses of school pupils to attend conferences of educators. One association invited school pupils to attend association meetings. Two furnished records of outstanding prospects to local teachers' colleges. One mentioned that it sponsored lectures on teachers and teaching. Two sponsored teas and panels at which teaching was recommended. The remainder stated that all such recruiting was accomplished by individual contact.

The picture is one of extreme inactivity by teachers' associations at a time when better teachers are needed urgently.

This lack of activity on the part of many local teachers' associations was intentional. In Table 65 on page 283 it is noted that 24 per cent of the presidents of associations participating in this investigation believed this function not to be a responsibility of most local teachers' associations.

Political activities.-- Table 23 shows the extent of participation by local teachers' associations in certain

political activities previous to 1947, during the 1947-1948 school year, and planned for the 1948-1949 school year. The item reported most was that of working for the passage of local or state legislation relating to education.

Table 23. The Percentage of Respondents Engaging in Political Activities Previous to 1947, During 1947-1948, and Planned for 1948-1949

Activity	Year		
	Previous to 1947	During 1947-1948	Planned for 1948-1949
(1)	(2)	(3)	(4)
Officially endorse a candidate or candidates for public office	3	4	2
Officially work for the passage of local or state legislation relating to education	41	61	48
Make public, official statements on controversial political questions in which teachers might be expected to take an interest	11	15	6

Although a very small percentage of associations have officially endorsed political candidates, all but one reporting this effort claimed that it was successful. Of 148 respondents reporting some type of political activity over the years indicated, 68 per cent claimed a successful or partially successful endeavor. Twenty-six per cent stated that the effort was continuing, not yet concluded, or of doubtful success.

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Table 25. The Percentage of Respondents Engaging in Political Activities Previous to 1947, During 1947-1948, and Planned for 1948-1949

Activity	Previous to 1947	During 1947-1948	Planned for 1948-1949
(1)	(2)	(3)	(4)
Officially endorse a candidate or candidates for public office	3	6	3
Officially work for the passage of local or state legislation relating to education	41	41	48
Make public, official statements on controversial political questions in which teachers might be expected to take an interest	11	18	6

Although a very small percentage of associations have officially endorsed political candidates, all but one reporting this effort claimed that it was successful. Of 148 respondents reporting some type of political activity over the years indicated, 88 per cent claimed a successful or partially successful endeavor. Twenty-six per cent stated that the effort was continuing, not yet concluded, or of doubtful success.

Only eight associations engaging in political activities stated the effort completely unsuccessful.

These percentages represent the attitudes of presidents of local associations at the time of this study. The success or failure of any effort takes on meaning only as it is considered successful or a failure. For example, in New York State and also in Massachusetts, state-aid-to-education bills were passed prior to this study. The respondents in these States were divided concerning the success of their undertakings. Most claimed the efforts to be successful, but strong minorities stated that the bills as passed were of doubtful success because they were not what was desired.

Work stoppage.-- Less than one per cent of the respondents stated that their group had officially called a strike during the 1946-1947 or 1947-1948 school years. Failure to report for work, that is, an unauthorized strike, was reported by only two associations to have occurred during these years. In 10 associations during 1946-1947 a strike was proposed but not carried out. This occurred in three associations during 1947-1948.

In all cases where comment was offered the respondents stated that the action taken was sufficient to obtain the desired result. The comments further indicated that the basic disputes were concerned with salaries.

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In all cases where comment was offered the respondents stated that the action taken was sufficient to obtain the desired result. The comments further indicated that the basic disputes were concerned with salaries.

Cooperation with other groups in the community.-- No group in any community has interests which are completely divorced from the interests of all other organizations in the community. This should be particularly true of the teachers' association. Every parent has interests in common with teachers. Every voter and every taxpayer is interested in education, if only in the costs. All men, whether formally educated or not, have opinions concerning education, and all of these people belong to various community organizations. The positions of these organizations on matters pertaining to education should be carefully noted by teachers. Teachers can do a great deal to influence the thinking of other community groups through their association.

A representative list of the organizations found in most communities was set up for respondents. Participants were asked to check those organizations with which their group had cooperated during the 1947-1948 school year. The type of cooperative activity was also asked for. The results indicate that local teachers' associations did little or nothing in cooperation with any organizations other than the Parent-Teachers Association during 1947-1948, and only one third of the participants indicated any cooperation with this organization.

Some cooperation, 25 per cent or less, was claimed with

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Some cooperation, 25 per cent or less, was claimed with

the American Red Cross and the Community Chest. Those who indicated the specific activity with these groups showed that teachers' associations had done little more than engage in collection drives. Little cooperation was evidenced with other teachers' groups.

Table 24 on the following page shows the extent of cooperation with the various community organizations according to size groups.

No doubt individual members of local teachers' associations are working in the affairs of many of these other organizations. This was found to be particularly true in small communities where the members of the teachers' association were also members of many community groups. However, if teachers are interested seriously in stronger associations for themselves, these associations must cooperate more actively with other community organizations than was shown in this investigation.

No additional evidence of specific cooperation was noted sufficiently that it could be shown as occurring in more than a fraction of one per cent of the associations.

In Table 24, the items should be interpreted according to the size group represented. For example, associations in Group I or higher (more than 248 members) could not be expected to find much opportunity for cooperation with the Grange.

Table 24. The Percentage of Cooperation with Other Community Organizations During the School Year 1947-1948 in Each Size Group

Organization	Membership				Total
	More Than 248	120 to 247	56 to 119	Less Than 56	
(1)	(2)	(3)	(4)	(5)	(6)
Parent-Teachers Association	50	34	27	34	33
YMCA or YWCA	5	6	6	1	3
A Church	0	3	5	4	3
American Red Cross	20	31	20	26	25
League of Women Voters	20	9	3	1	4
Chamber of Commerce	20	6	0	1	3
Boy or Girl Scouts	5	0	5	8	6
Grange	0	0	2	7	4
Other teachers' clubs	25	9	17	10	13
Daughters of the American Revolution	0	0	0	2	1
Veterans' organizations	10	0	6	4	5
Rotary	0	0	2	3	2
Community Chest	40	44	20	8	17

Table 24. The Percentage of Cooperation with Other Community Organizations During the School Year 1946-1947 in Each Classroom

Organization	Cooperation			
	Very Much	Quite a Bit	Some	Very Little
(1)	(2)	(3)	(4)	(5)
Parent-Teachers Association	56	24	27	34
YMCA or YWCA	8	6	8	1
4 H Clubs	0	3	8	4
American Red Cross	20	24	20	28
League of Women Voters	20	9	3	1
Chamber of Commerce	20	9	0	1
Boy or Girl Scouts	8	0	8	3
Grange	0	0	8	7
Other teachers' clubs	28	9	17	10
Daughters of the American Revolution	0	0	0	8
Veterans' organizations	12	0	8	4
Society	0	0	0	3
Community Chest	40	44	20	8

Table 24 does not present the entire picture. The lack of cooperation may be emphasized further by pointing out that 46 per cent of the participants checked nothing in this area, thereby indicating that they cooperated with no community organization during 1947-1948.

Public relations.-- One half of the respondents reported that they supplied local newspapers regularly with announcements of association aims or activities. About one fourth stated that they supplied speakers for other community organizations on occasion. Less than one half reported that they invited community leaders to address the meetings of the association.

These are some of the basis activities which a publicity or public relations committee might be expected to foster. As previously noted, only one half of the respondents reported a public relations committee.

Table 25 on the following page shows the percentage of associations in each size group which carried out these public relations activities. Many of the respondents who contributed to the figures in this table, by claiming they sponsored the activities, failed to state how many times during 1947-1948 the activity was carried out. Only 22 per cent of the respondents indicated the number of times they had supplied speakers to other community organizations during 1947-1948, although 26 per cent claimed they did so.

Table 52 does not present the entire picture. The lack of cooperation may be emphasized further by pointing out that 40 per cent of the participants checked nothing in this area, thereby indicating that they cooperated with no community organization during 1947-1948.

Public relations.--- One half of the respondents reported that they supplied local newspapers regularly with announcements of association aims or activities. About one fourth stated that they supplied speakers for other community organizations on occasion. Less than one half reported that they invited community leaders to address the meetings of the association.

These are some of the basic activities which a publicity or public relations committee might be expected to foster. As previously noted, only one half of the respondents reported a public relations committee.

Table 52 on the following page shows the percentage of associations in each size group which carried out these public relations activities. Many of the respondents who contributed to the figures in this TABLE, by claiming they sponsored the activities, failed to state how many times during 1947-1948 the activity was carried out. Only 52 per cent of the respondents indicated the number of times they had supplied speakers to other community organizations during 1947-1948, although 52 per cent claimed they did so.

Table 25. The Percentage of Associations in Each Size Group Sponsoring the Public Relations Activities Specified

Activity	Membership				Total
	More Than 248	120 to 247	56 to 119	Less Than 56	
(1)	(2)	(3)	(4)	(5)	(6)
Made regular newspaper announcements	70	50	59	44	50
Supplied speakers to community	45	31	24	24	26
Invited speakers from community	50	53	48	42	45

Thirteen per cent of the total respondents stated they had supplied speakers five times or less. Seven per cent stated that they had supplied speakers between six and ten times. Two per cent, five associations claimed to have supplied speakers more than ten times during the 1947-1948 school year.

Thirty-nine per cent of the respondents actually stated how many times their association was addressed by community leaders during 1947-1948, although 45 per cent claimed to sponsor this practice. Of the total number of respondents, 38 per cent claimed that their association was addressed five times or less. Two associations claimed to have been addressed by speakers between six and ten times, while none claimed more than ten.

Table 25. The Percentage of Associations in Each Size Group Sponsoring the Public Relations Activities Specified

Activity	Associations				
	More Than 250	150 to 249	75 to 149	35 to 74	Less Than 35
	(1)	(2)	(3)	(4)	(5)	(6)
Make regular newspaper announcements	76	80	89	64	80
Supplied speakers to community	48	31	24	24	26
Invited speakers from community	80	89	43	42	48

Thirteen per cent of the total respondents stated they had supplied speakers five times or less. Seven per cent stated that they had supplied speakers between six and ten times. Two per cent, five associations claimed to have supplied speakers more than ten times during the 1947-1948 school year.

Thirty-nine per cent of the respondents actually stated how many times their association was addressed by community leaders during 1947-1948, although 48 per cent claimed to sponsor this practice. Of the total number of respondents, 38 per cent claimed that their association was addressed five times or less. Two associations claimed to have been addressed by speakers between six and ten times, while none claimed more than ten.

Respondents were also given an opportunity to state exactly what their association did officially and publicly to maintain good will between the association and the rest of the community. Forty-eight per cent omitted the item or replied "nothing," "not enough," "little" or gave some other such phrase indicating complete lack of activity. Fifty-two per cent answered the item by offering what were purported to be explanations of their public relations program.

These answers, if they may be accepted as true statements of local association policy in public relations, show little except defensive, negative, and passive attitudes on the part of local associations. A liberal estimate is that 10 per cent of the associations which participated in this study might be carrying on worthwhile public relations activities.

The following answers were typical:

1. We try to keep publicity from our local papers which would cause any reflection on our association or on the teachers.

2. We live conservatively and try desperately to meet our financial obligations.

Many associations mentioned only that they were willing to support fund drives such as American Red Cross at all times. A few associations considered that requesting public help for the association's own little charities constituted public relations. A few maintained such charities as dental, medical, or food funds for indigent pupils.

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Twenty associations believed their program complete because individual members of the association were active in other community groups, such as churches, lodges, and clubs. Teas, socials, and entertainments were mentioned. A few respondents replied that being good citizens constituted a public relations program.

As was indicated above, all of these suggestions constitute nothing more than passive, negative, or defensive types of programs. Keeping unfavorable news out of the newspapers is not enough. Favorable news items must be supplied in some systematic manner. Maintaining little charities, which would be best if kept by institutions set up for that purpose, is a feeble way of gaining the respect of the public.

To depend solely on individual contacts is evidence of remarkable lack of perception. After all, the members of every group of workers belong to many community organizations. No group is independent of others. Businesses, large and small, labor, movie stars, and politicians, all know the value of, and pay well for, planned programs of publicity. Surely teachers, who like to consider themselves the very special guardians of democracy, cannot afford to do less than these other groups. Yet, too many teachers apparently believe that staying out of trouble, that is, "being good citizens" is enough. This, bluntly, is just a

good way to keep from being noticed. Finally, no matter how good the tea, such activities as teas do not reach the vast proportion of the non-tea-drinking public which votes funds for educational purposes including teachers' salaries.

Of course, all of the activities mentioned were not passive, negative, or defensive. These are listed as follows.

1. Publicity through local newspapers was mentioned by 21 associations. Provided this publicity is planned and provided systematically, it may be a good means of maintaining continual local interest in the work of teachers. Teachers' associations must not, however, expect that newspapers always will be favorable to the personal aims of teachers. At times, as occurs in industry, medicine, and labor, teachers must expect to pay to see their opinions published. In other words, teachers should advertise if necessary.

2. Open meetings or joint meetings with other community organizations were mentioned by 23 respondents. Assuming such meetings to be well advertised and supported heavily by teachers themselves, they should provide opportunity to bring the views of the teaching profession to other citizens.

3. Support of the Parent-Teachers Association was mentioned by 13 respondents. Parents do constitute a large segment of the taxpayers and must be reached. Some parents

can be reached through the Parent-Teachers Association. However, a professional teachers' organization will be represented officially at Parent-Teachers Association meetings by an official delegate of the association empowered to present the views of his association. The Parent-Teachers Association is not the teachers' association, and doing the work of either is not doing automatically the work of both.

4. Support of American Education Week was mentioned by 11 respondents. However, only two mentioned all-out support, and this type of support is essential. This is one occasion when a teachers' association should feel free to call on every patriotic, civic, or other lay organization in the community to do its part in observing that which made them all possible.

5. Fifteen respondents stated they always were willing to support the undertakings of other organizations in the community. This should be translated to mean a standing and constantly-expressed request to support worthwhile projects in any feasible way.

6. Ten respondents stated they always cooperated in projects for civic improvement. Sometimes teachers are expected to cooperate in this regard. The time of teachers, it should be understood, is not free except when freely given. Familiarity with the free time of teachers has, without doubt, bred contempt and not respect. Teachers' associations

should cooperate in these endeavors, but the request should be asked of associations and not of individuals.

7. Other interesting and valuable activities, suggested by but one or two respondents, are the following: a. Take full charge of community projects, such as a planned Halloween for youngsters. b. Plan and publicize good lectures, forums, and good programs of adult education. c. Send bulletins to parents. d. Send delegates to taxpayers' meetings, board-of-education meetings, meetings of women, of churchmen, and of other civic groups. e. Emphasize the fact that children are the business of teachers by planning programs for children outside of school. f. Sponsor community meetings on educational matters and be active at these meetings.

In all of these suggested activities, it is vital for any local teachers' association to emphasize that the teachers' association and not the school department is the sponsor. Learn to differentiate between teachers in their professional organization and teachers in schools.

Teachers' salaries.-- Sixty-seven per cent of the participating associations stated they had taken an official and public stand concerning minimum salaries for teachers. Fifty-seven per cent had taken such a stand on automatic increments, and 37 per cent had taken an official stand on a cost-of-living bonus. A smaller percentage of 31 stated they had taken a public stand on merit ratings for teachers.

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Nine per cent wrote in some other phase of salary problems on which their association had taken a stand. Most of the answers written in were repetitious, although equal pay, pensions, and adoption of a salary schedule were stated most often.

Table 26 shows the percentage of respondents whose associations had taken official and public stands on these items, computed according to size of the associations. Note the high percentages indicated in the large associations in every case. Note also the consistent decrease in each percentage as the size groups become smaller.

Table 26. The Percentage of Associations in Each Size Group Which Had Taken Official and Public Stands on Certain Items Relating to Teachers' Salaries

Stand Taken Regarding Salaries	Membership				
	More Than 248	120 to 247	56 to 119	Less Than 56	Total
(1)	(2)	(3)	(4)	(5)	(6)
Minimum salaries for teachers	90	84	73	59	67
Merit ratings for teachers	60	41	33	25	31
Automatic increments	90	75	58	49	57
Cost-of-living bonus	70	41	41	31	37

The primary purpose of this item was to discover the extent of public positions taken by teachers' associations and also to ascertain the nature of such positions.

Table 26. The Percentage of Associations in Each Size Group Which Had Taken Official and Public Stands on Certain Items Relating to Teachers' Salaries

Stand Taken Regarding Salaries	Membership				
	More Than 248	120 to 247	70 to 119	Less Than 70	Total
(1)	(2)	(3)	(4)	(5)	(6)
Minimum salaries for teachers	90	84	78	59	67
Merit ratings for teachers	80	47	33	26	31
Automatic increments	90	76	58	49	57
Cost-of-living bonus	70	44	42	21	37

Respondents were asked to explain the exact viewpoint of their association in these matters. Many of these answers were repetitious of the check list items, as, for example, "We favor minimum salaries." Many stated a point of view, such as expressing opposition to merit ratings for teachers. Some stated their local or state accomplishments in explanation of this item. Many stated the minimum salary considered desirable or the size of the cost-of-living bonus which they had obtained or for which they were working.

This variety of responses made objective classification very difficult. Consequently, only the few outstanding items are noted.

All except one of the 67 per cent of associations which had taken official stands on minimum salaries favored some type of regularly set up salary schedule. The one lucky association had always been, in the words of its president, "taken care of" by the superintendent of schools. The others, apparently not so fortunate, preferred to work for acknowledged schedules.

Of the 90 associations which stated they had taken official stands on merit ratings for teachers, 47 expressed strong opposition or expressed a willingness to acquiesce to such ratings only when objective rating scales were devised.

The 163 associations which had taken public positions

on automatic increments favored such a plan. Some willingness was evidenced to accept a requirement, such as additional college credit, as an adjunct to the plan.

While all of the 106 associations which had worked for or received cost-of-living bonuses apparently did not object to accepting them, nine voiced objection to the principle involved, namely, that to accept or work for any type of bonus is short-sighted. The one unchanging aim insofar as salaries are concerned must be constant, permanent, upward revision until such time as all teachers are well paid.

This investigator is in 100 per cent agreement with this 3 per cent of respondents. "Well paid" does not mean a "decent wage," nor does it mean a "living wage," but "well paid" as determined by statistical comparison with the annual incomes of other professional groups.

Educational practices.-- Many community organizations are quick to assume positions in strictly educational matters. Teaching methods, curriculum changes, the use of certain textbooks, the daily time schedule, school discipline, the athletic program, and a host of other school matters are frequently under discussion by citizens, newspapers, and lay organizations. Churches, veterans' groups, and political parties are among the first to comment when some controversial educational matter comes to

the attention of any community.

In a free society, this is as it should be. Despite the fact that this constant interest -- and perhaps, interference -- may add to the woes of school administrators, educators are, in the final analysis, responsible to society. Progress in education, as in any social field, takes place in a democracy only by gradual acceptance of new ideas by a majority of the people.

Teachers' associations should be so organized that they, too, may indicate their positions on educational matters. What organization has members better qualified to make intelligent decisions on educational problems in a community than an organization of teachers? Yet, 82 per cent of the respondents to this investigation stated that they did not adopt regularly an official position in educational problems of the community. Sixty per cent stated they did not even take an occasional position in such matters. Only 9 per cent stated they did adopt such positions regularly, while 30 per cent indicated that they did so occasionally. Ten per cent of the respondents omitted these items.

The lack of activity here may be attributed to several reasons. Perhaps teachers' groups are timid about a negative reaction by school administrators. Perhaps they confuse the school with the teachers' association and consider an official school position to suffice for that of the

the attention of any community.

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The lack of activity here may be attributed to several reasons. Perhaps teachers' groups are timid about a negative reaction by school administrators. Perhaps they confuse the school with the teachers' association and consider an official school position to suffice for that of the

association. Perhaps teachers are seldom able to agree on such educational matters. In this latter instance, this investigator believes they owe the public an explanation for the inability to get together or, at least, an idea of the majority and minority opinions. Whatever the reason may be, the facts, as derived from this study, are that the large majority of local teachers' associations say that they never have taken such positions, and only 30 per cent claimed they have done so occasionally.

That the claims, few as they were, are highly exaggerated was observed by classification of the items named as specific examples of such positions taken in an educational matter. Here, 24 respondents again named stands they had taken concerning salaries and working conditions for teachers, leaves, pensions, retirement plans, merit ratings, and the like, whereas the question called for specific professional opinions of teachers in local educational problems as expressed through their independent teachers' groups. Thirteen repeated their political views on educational legislation, such as state or federal aid, and this is not a specific, local stand in a purely educational matter. Three confused school matters with problems of their associations, such as requesting larger or smaller dues. Three indicated an intention to do something of this nature although they never had. Many (No count was taken.) said they could if they

so desired but never had felt the need. Since the need appears to this investigator to be constant, it is difficult to determine what these respondents meant. Perhaps, in the typically negative way of teachers in their associations, they might consider the need evidenced only when trouble occurred. Or, perhaps, need might be evidenced when a school administrator requested some action.

In any case, the 39 per cent of respondents who claimed to take such specific, local stands on educational matters regularly or occasionally were not all actually taking such stands. The real percentage should be no more than 23 and probably slightly less. This figure resulted because 65 respondents noted positions which are, as defined, local, specific, and purely educational in nature. The true figure might be slightly less because there was no way in this investigation to determine which activities actually were sponsored by teachers in their associations and which were sponsored by the school administration.

Thirty separate stands were named. They are of interest because they illustrate the types of local educational problems which some local teachers' associations considered part of the regular work of their association.

Selection or evaluation of textbooks was mentioned by 13 respondents. Mentioned 15 times were activities dealing with the curriculum or methods. For example, one association

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In any case, the 32 per cent of respondents who claimed to take much specific, local stands on educational matters regularly or occasionally were not all actually taking such stands. The real percentage should be no more than 25 and probably slightly less. This figure resulted because 68 respondents noted positions which are, as defined, local, specific, and purely educational in nature. The true figure might be slightly less because there was no way in this investigation to determine which activities actually were approved by teachers in their associations and which were approved by the school administration.

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Selection or evaluation of textbooks was mentioned by 13 respondents. Mentioned 13 times were activities dealing with the curriculum or methods. For example, one association

took the official position that guidance should be included as an organized program in the schools. Another took an official position on a certain type of visual-aids equipment being considered by the school department.

All other activities were suggested less than five times each. These included such diverse items as the following: 1. Recommended that the elementary schools be operated on a single session tentative to permanent adoption if a success. 2. Two respondents stated they made public votes of confidence in the school administration during times of public criticism. 3. Recommended changes in the marking period. 4. Recommended changes in the marking system. 5. Created a rating scale for teachers, later accepted by the board of education. 6. Recommended that in-service training be conducted by the association, not by the superintendent. 7. Suggested that diploma requirements be relaxed for the benefit of certain pupils. 8. Recommended increased minimum preparation for teachers. 9. Supported a plan to allow parochial school children to use public school buildings in an emergency. Despite some opposition this was done. 10. Recommended extension of school facilities. 11. Made official statements on school discipline. 12. Recommended changes in the local system of promotion.

No local teachers' association should feel that engaging in such activities should be only an emergency

action. As a regular policy the local teachers' association should give the community the benefit of its advice and criticism whenever pertinent. Above all, local teachers' associations must work to eliminate the barriers that resulted in this statement by one association president,

> Public and official stand on anything to do with local educational matters is not our pigeon. Any local situations that annoy us we handle discreetly and quietly but we yelp loudly on the state issues. This is a small town.

A Summary of the Aims of Participating Local Associations

Written statement of aims.-- It is difficult to conceive of any organization planning a program without a written statement of aims. Without such a statement, confusion, bickering, and doubt are a certainty. Yet, only 70 per cent of the respondents stated that their association had a written statement setting forth the aims of the association. Twenty-five per cent admitted the absence of such a statement, and five per cent failed to answer.

No teachers' group is so informal that it can afford the mental laziness of not even bothering to explain why it is organized. It may very well be that many so-called teachers' clubs and associations would do well to disband if they cannot figure out why they exist. One president noted his intention to suggest such termination.

> I feel that we should get all the teachers together and give them one "pep" talk that either they are to have a club and make it function or disband it altogether.

Clubs which do not function properly serve only to increase the picture of general inefficiency, which is apparent in many of the tables of this thesis. No aims, no organization, and no planned program are characteristic of too many teachers' local associations.

Of those associations which do have written aims, 94 per cent were stated as prepared by the local membership. In the remaining cases, statements suggested by the National Education Association, the state teachers' association, or some other affiliated organization were accepted.

Aims as shown in local constitutions.-- All of the 103 constitutions returned to this investigator included a statement of aims, purposes, or objectives, all of which terms are accepted as synonyms in this study.

All of these aims were read carefully. No mathematical compilation is necessary to point out the inadequacy of the aims of the local teachers' associations examined during this study. As might be expected, the aims were chiefly social and recreational, professional, and concerned with teacher or pupil welfare. Other aims, mentioned in less than one fourth of the 103 constitutions, included emphasis on better citizenship, support or cooperation with other educational organizations, to provide a vehicle for

I feel that we should get all the teachers together and give them one "pep" talk that either they are to have a club and make it function or disband it altogether.

Clubs which do not function properly serve only to increase the picture of general inefficiency, which is apparent in many of the tables of this thesis. No aims, no organization, and no planned program are characteristic of too many teachers' local associations.

Of those associations which do have written aims, 84 per cent were stated as prepared by the local membership. In the remaining cases, statements suggested by the National Education Association, the state teachers' association, or some other affiliated organization were accepted.

Aims as shown in local constitutions.-- All of the 102 constitutions returned to this investigator included a statement of aims, purposes, or objectives, all of which terms are accepted as synonyms in this study.

All of these aims were read carefully. No mathematical compilation is necessary to point out the inadequacy of the aims of the local teachers' associations examined during this study. As might be expected, the aims were chiefly social and recreational, professional, and concerned with teacher or pupil welfare. Other aims, mentioned in less than one fourth of the 102 constitutions, included emphasis on better citizenship, support or cooperation with other educational organizations, to provide a vehicle for

expressing the ideas of members, or particular matters pertaining to the particular local group.

The chief criticism is that all of the aims inspected were vague, general, and indicative of no specific activity to be carried out by the organization. For example, 77 of the 103 constitutions included no reference to salaries, tenure, retirement, or any other such definitive term. The aims hinted at these matters vaguely by such statements as "to promote the best interests of teachers" or "to consider matters pertinent to the welfare of teachers."

Note the following aims, which were selected at random as examples of the too-general type of aim stated by these respondents.

1. To maintain the ideals of our profession.
2. To promote the general educational aims of the teaching profession.
3. To create a deeper sense of dignity of the profession.
4. To make education more effective in the community.
5. To do anything for the betterment of teachers.
6. To make the organization truly professional.
7. To promote the best interests of education.
8. To promote professional growth.
9. To endeavor to promote general educational welfare.
10. To cooperate with the townspeople in maintaining the best and most economical system of public education.

These aims are purely descriptive and actually state no aim

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8. To promote professional growth.
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10. To cooperate with the townspeople in maintaining the best and most economical system of public education.

These aims are purely descriptive and actually state no aim

in such a manner that it takes on meaning. How does one go about making education "more effective" in a community? What is a "truly professional" organization? What are the "ideals" of our profession? What are the "general educational aims" of the teaching profession? What is a "deeper sense of dignity?" What are "broad educational lines?" What is the "best and most economical" system of public education?

Until the local association has agreed upon the answers to such questions and has stated these answers as aims, it may be said that the association has no aims. Retreating into generalizations on which everyone will agree is not a substitute for a specific formulation of aims.

As an example of a better aim the following is offered. This appeared in one of the constitutions examined.

> A system of promotion whereby each member of the system will become eligible, having met clearly defined professional and educational standards.

This is better because it says something specific about better educational practice in the community. It is not completely thought through because it does not define the standards to be met.

Generalizations such as those cited are invitations to inaction. Consider, "To promote the best interests of members." Unless such a question is answered it is likely that an association of 48 members will be represented by at least 48 different conceptions of what constitute the best

interests of members and how they will be promoted.

A most profitable endeavor for every local teachers' association participating in this study, and, therefore, for all associations in the area covered, would be to define objectives for each year in specific, declarative terms understandable by the entire membership. Only by doing this can activities be planned in accordance with the known goals of the membership. At present there is too much verbalism concerning the general objectives of education with no specific information concerning the relationship of such aims to the work of local teachers' associations.

Aims of respondents as shown by the inquiry form.--The inquiry form suggested ten objectives, accepted by this investigator after considerable thought, as major responsibilities of every local teachers' association. Respondents were asked to rate each of these objectives as first, a major responsibility of every local teachers' association, second, a responsibility dependent upon the local situation, or third, an aim for which most local teachers' associations need not feel responsible.

The same group of aims was submitted to superintendents of schools on the second inquiry form used in this study. In order to avoid unnecessary repetition, all results are reported in Chapter Four. Columns (2) in Tables 63 on pages 267 and 268, 64 on pages 271 and 272,

interests of members and how they will be promoted.

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The inquiry form suggested ten objectives, accepted by this investigator after considerable thought, as major responsibilities of every local teachers' association. Respondents were asked to rate each of these objectives as first, a major responsibility of every local teachers' association, second, a responsibility dependent upon the local situation, or third, an aim for which most local teachers' associations need not feel responsible.

The same group of aims was submitted to superintendents of schools on the second inquiry form used in this study. In order to avoid unnecessary repetition, all results are reported in Chapter Four. Columns (2) in Tables 53 on pages 267 and 268, 54 on pages 271 and 272,

and 65 on pages 273 and 274 show the percentages of presidents of local associations rating the proposed aims as indicated above. Discussion of the percentages appears in the text immediately preceding each of these tables.

Direct political action.-- Should teachers' local associations ever engage in direct political action? As noted in Table 23 on page 173, very few associations had officially endorsed candidates for public office. Few had made public, official statements on controversial questions. About one half had worked for the passage of local or state legislation relating to education.

All of the figures in Table 23 become of major interest when compared with the figures given on pages 250 to 254 of Chapter Four where the opinions of presidents of teachers' associations and superintendents of schools regarding these items are noted. In every case the percentage of opinion that teachers' associations should undertake these actions was far higher than the percentage of associations which had done so. For example, Table 23 shows that an average of 3 per cent of the responding associations had endorsed candidates for political office since before 1947. Yet, as shown on page 252 of Chapter Four, only 49 per cent of the presidents of these associations believed teachers' associations should never endorse such candidates. Furthermore, although less than one half had worked for the passage of

local or state legislation relating to education (Table 23), nearly 100 per cent of both presidents and superintendents agreed that teachers' associations should be free to undertake such activity (Table 61 on page 246).

In reply to the direct question concerning whether teachers' local associations should ever engage in direct political action, 47 per cent of the presidents replied "no", 39 per cent replied "yes", and 14 per cent omitted the answer. Apparently the generalization "direct political action" brings out a conservative prejudice not indicated when the questions were phrased more specifically, as, for example, "work for the passage of local or state legislation relating to education."

The difference between those who believed teachers' associations should engage in various political activities and the teachers' associations which had actually done so can be attributed only to the timidity of the general membership. Respondents who stated that local teachers' associations should engage in direct political action offered a number of situations in which such action would be justified. The suggested situations are classified as follows. The number of respondents indicating each is given in parentheses.

1. Any educational issue (24)
2. Corruption, disloyalty to public education, or an unfavorable attitude toward public education by officials or candidates (20)

3. When economic benefits to teachers are being considered (15)

4. When legislation designed to raise educational standards is being considered (11)

5. To better school conditions for both pupils and teachers (11)

6. To support a candidate or a party which supports public education (7)

7. Only in election of school officials (6)

8. To fulfill or protect an aim of the association (5)

In addition six respondents stated that members of their association are kept informed concerning the educational ideas of political candidates. Two stated that political action would be justified to support individual teachers in time of trouble. Another believed teachers should fight communists politically. One, only, stated that teachers' associations should engage in all the political activities engaged in by other groups of citizens. This, of course, is the opinion of this investigator.

It is worthwhile to note that two respondents warned teachers not to allow any candidate to speak for teachers unless the teacher' association had officially endorsed him.

Basic functions.— The extent of agreement among respondents that certain items represent the basic policy of all local teachers' associations is given in column (2) of Table 66 on page 276. Discussion of these items is given on the pages immediately preceding this table.

5. When economic benefits to teachers are being considered (15)

4. When legislation designed to raise educational standards is being considered (11)

3. To better school conditions for both pupils and teachers (11)

2. To support a candidate or a party which supports public education (7)

1. Only in election of school officials (8)

8. To fulfill or protect an aim of the association (8)

In addition six respondents stated that members of their association are kept informed concerning the educational ideas of political candidates. Two stated that political action would be justified to support individual teachers in time of trouble. Another believed teachers should fight communists politically. One, only, stated that teachers' associations should engage in all the political activities engaged in by other groups of citizens. This, of course, is the opinion of this investigator.

It is worthwhile to note that two respondents warned teachers not to allow any candidate to speak for teachers unless the teachers' association had officially endorsed him.

Basic Functions.-- The extent of agreement among respondents that certain items represent the basic policy of all local teachers' associations is given in column (2) of Table 88 on page 276. Discussion of these items is given on the pages immediately preceding this table.

A Comparison of Certain Items as Completed by Presidents of 52 Associations of More Than 119 Members With the Items as Completed by Presidents of 169 Associations of Less Than 56 Members

Reason for comparing these groups.-- Originally it was planned to make comparisons of the top and bottom quartiles of associations on the basis of the total membership. However, there were only 20 associations in the VL Group and in Group I combined, and there were 169 associations in the bottom quartile. The small number of associations of large size made this comparison inadequate. Also considered was a comparison of the larger third or fourth of all the respondents with the bottom third or fourth. However, even on fourth of the distance from the top brought into the top group associations of only 79 members.

The comparison was made arbitrarily between the 169 associations in the bottom quartile on the basis of the total membership and the associations above the third quartile. Thus, a sizeable number of associations was obtained for each group being compared. Furthermore, the difference in size was sufficient to show any differences due to size, those in the larger group containing more than twice the membership of those in the smaller group.

Tables 27 through 39.-- Table 27 through 39 show the results of size comparisons. See also Tables 79, 80, and 82 on pages 291 through 294 which show the comparisons made

between these groups on certain items related to the aims of local teachers' associations.

The items were selected for comparison on the basis of their objectivity and apparent potentiality for showing differences if such existed.

Table 27. Comparison Between the Percentages of Large and Small Associations Which Admit School Principals and the Superintendent of Schools to Membership a/

Officer	Percentage of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
School Principals	92	92	0	---
Superintendent of Schools	73	62	11	1.528

A comparison of the percentage of large and small associations admitting principals and superintendents to membership shows no differences safe to assume not to be the result of chance.

As might be expected, the large associations showed a considerably more rigid committee organization. Seven of the nine committees compared in Table 28 show the large

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a/ For brevity in Tables 27 through 39, the group of associations with more than 119 members are referred to as the large associations, and the group of associations with less than 56 members are referred to as the small associations.

between these groups on certain items related to the aims of local teachers' associations.

The items were selected for comparison on the basis of their objectivity and apparent desirability for showing differences if such existed.

Table 87. Comparison Between the Percentages of Large and Small Associations Which Admit School Principals and the Superintendent of Schools to Membership a/

Officer	Percentage of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
School Principals	92	89	0	---
Superintendent of Schools	72	69	11	1.998

A comparison of the percentage of large and small associations admitting principals and superintendents to membership shows no difference safe to assume not to be the result of chance.

As might be expected, the large associations showed a considerably more rigid constitutional organization. Seven of the nine constitutes compared in Table 88 show the large

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a/ For brevity in Tables 87 through 89, the group of associations with more than 119 members are referred to as the large associations, and the group of associations with less than 88 members are referred to as the small associations.

Table 28. Comparison Between the Percentages of Large and Small Associations in Which the Listed Committees Were Active at the Time of This Study

Committee	Percentage of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Finance or salary	75	45	30	4.225
Social or entertainment	73	66	7	.972
Study or research	33	15	18	2.571
Publicity	81	39	42	6.364
Program	50	53	3	---
Legislative	88	39	49	8.305
Nominating	62	34	28	3.684
Membership	29	9	20	2.985
Professional	46	18	28	3.733

associations to be more active. Such committees as the legislative and nominating are, of course, more necessary in a large organization, and the difference in these items is not too significant except statistically. However, three of the committees should be noted particularly. These are the finance or salary, publicity, and professional committees. The large associations were shown to be maintaining a considerably higher percentage of each of these committees. The very large critical ratios show that the obtained

Table 28. Comparison Between the Percentages of Large and Small Associations in Which the Listed Committees Were Active at the Time of This Study

Committee	Percentage of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Finance or salary	78	48	30	4.228
Social or entertainment	78	69	7	.972
Study or research	35	16	18	2.871
Publicity	81	39	42	6.324
Program	80	82	2	---
Legislative	68	39	46	6.308
Nominating	62	34	28	3.885
Membership	29	9	20	2.885
Professional	46	18	28	3.758

associations to be more active. Such committees as the legislative and nominating are, of course, more necessary in a large organization, and the difference in these items is not too significant except statistically. However, three of the committees should be noted particularly. These are the finance or salary, publicity, and professional committees. The large associations were shown to be maintaining a considerably higher percentage of each of these committees. The very large critical ratios show that the obtained

differences in percentages were unlikely to be the result of chance or error.

As shown in Table 29, classroom teachers served as officers in about the same percentage of large and small associations.

Table 29. Comparison Between the Percentages of Large and Small Associations in Which Certain Officers Are Classroom Teachers

Office	Percentage of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
President	73	65	8	1.111
Secretary	88	95	7	1.373
Treasurer	86	88	2	---

Regular meetings were held at about the same intervals in both groups. More large associations might meet quarterly. The critical ratio of 2.029 obtained here shows the difference to be real. The chances are better than 95 to 1 that the difference obtained was not due to chance.

A tendency to more long-range planning was noted in large associations. The difference between the large and small associations which had their programs planned before the start of the school year yielded a critical ratio of 2.787. The chances are better than 99 in 100 that the

difference obtained was not a chance result.

Table 30. Comparison Between the Percentages of Large and Small Associations Concerning the Number of Regularly Scheduled Meetings

Schedule of Meetings	Percentage of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Monthly	31	39	8	1.081
Quarterly	29	15	14	2.029
Bi-monthly	12	21	9	1.636
Three times yearly	10	8	2	---
Semi-annually	12	4	8	1.455

Table 31. Comparison Between the Percentages of Large and Small Associations Concerning the Time of Planning Successful Activities

Time of Planning	Percentage of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Before start of school year	23	6	17	2.787
Immediately after start of school year	33	41	8	1.067
During the school year	50	46	4	.506

Note the low percentages of both groups planning the program before the school year commenced. Only about

difference obtained was not a chance result.

Table 30. Comparison Between the Percentages of Large and Small Associations Concerning the Number of Regularly Scheduled Meetings

Schedule of Meetings	Percentage of Associations		Differences in Percentages	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Monthly	31	50	9	1.081
Quarterly	29	15	14	2.029
Bi-monthly	12	11	0	1.856
Three times yearly	10	9	2	---
Semi-annually	18	4	8	1.429

Table 31. Comparison Between the Percentages of Large and Small Associations Concerning the Time of Planning Successful Activities

Time of Planning	Percentage of Associations		Differences in Percentages	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Before start of school year	25	8	17	2.787
Immediately after start of school year	35	41	6	1.067
During the school year	50	46	4	.508

Note the low percentages of both groups planning the program before the school year commenced. Only about

one fifth of the large group planned their program in this manner, while about one twentieth of the small associations planned their program thus.

Table 32. Comparison Between the Percentages of Large and Small Associations in Which Support is Evidenced in the Ways Listed

Type of Support	Percentage of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Many members participating actively	35	36	1	---
A few enthusiastic members	50	39	11	1.392
Work done chiefly by officers	31	21	10	1.408
Members support social, but shun controversial activities	15	14	1	---

As shown in Table 32, support was evidenced in about the same manner in both groups.

Two real differences were noted in the methods of inducing greater participation by members. Large groups tended to provide more duplicated explanations of activities. In a small minority of the small associations, participation is required. None of the large associations required participation.

Although 46 per cent of the large associations reported

one fifth of the large group planned their program in this manner, while about one twentieth of the small associations planned their program thus.

Table 32. Comparison Between the Percentages of Large and Small Associations in Which Support is Evidenced in the Ways Listed

Type of Support	Percentage of Associations		Differences in Personnel Ratio	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Many members participating actively	35	36	1	---
A few enthusiastic members	50	39	11	1.392
Work done chiefly by officers	61	31	10	1.405
Members support social but shun controversial activities	15	14	1	---

As shown in Table 32, support was evidenced in about the same manner in both groups.

Two real differences were noted in the methods of inducing greater participation by members. Large groups tended to provide more duplicated explanations of activities. In a small minority of the small associations, participation is required. None of the large associations required participation.

Although 46 per cent of the large associations reported

Table 33. Comparison Between the Percentages of Large and Small Associations Which Induce Greater Participation By Members By Undertaking the Listed Devices

Device Used	Percentages of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Providing duplicated explanations	52	23	29	3.816
Assigning activities	62	62	0	---
Requiring participation	0	12	12	4.80

Table 34. Comparison Between the Percentages of Large and Small Associations Which Sponsor Publications

Publication	Percentages of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Handbook	27	18	9	1.324
Periodical	46	2	44	6.286

a periodical publication, only 2 per cent of the small group so reported. The critical ratio shown in Table 34 indicates that a true difference was shown, although the need for such a periodical may be greater in larger associations. However, it is held by this investigator that more small associations need some type of periodical publication.

More economic services were provided to the members of

Table 33. Comparison Between the Percentages of Large and Small Associations Which Induce Greater Participation By Members By Observing the Listed Devices

Device Used	Percentages of Associations: Large	Small	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Providing duplicated explanations	59	30	29	3.816
Assigning activities	82	82	0	---
Requiring participation	0	12	12	4.80

Table 34. Comparison Between the Percentages of Large and Small Associations Which Sponsor Publications

Publication	Percentages of Associations: Large	Small	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Handbook	27	18	9	1.324
Periodical	46	2	44	6.356

a periodical publication, only 2 per cent of the small group so reported. The critical ratio shown in Table 34 indicates that a true difference was shown, although the need for such a periodical may be greater in larger associations. However, it is held by this investigator that more small associations need some type of periodical publication.

More economic motives were provided to the members of

Table 35. Comparison Between the Percentages of Large and Small Associations Which Provide Economic Services to Members.

Economic Service	Percentages of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Group insurance	56	47	9	1.139
Credit Union	56	4	52	7.324
Emergency loan fund	12	3	9	1.915
Cooperative buying	6	1	5	1.471
Welfare fund	25	4	21	3.387

large associations. Every percentage shown in Table 35 is in favor of the large group. Maintenance of Credit Union and a welfare fund were particularly more likely to be true of large than of small associations.

Large associations were more likely to engage in political activity, particularly in working for the passage of local or state legislation relating to education.

Although all of the percentages shown in Table 37, which relates to public relations activities, were higher for the large associations, no differences were so great as to generalize. The important point here is that neither group was doing enough in any single activity.

Table 35. Comparison Between the Percentages of Large and Small Associations Which Provide Economic Services to Members.

Economic Service	Percentages of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Group Insurance	86	47	9	1.139
Credit Union	59	4	55	7.894
Emergency Loan Fund	12	3	9	1.913
Cooperative Buying	6	1	5	1.471
Welfare Fund	25	4	21	5.307

large associations. Every percentage shown in Table 35 is in favor of the large group. Maintenance of Credit Union and a welfare fund were particularly more likely to be true of large than of small associations.

Large associations were more likely to engage in political activity, particularly in working for the passage of local or state legislation relating to education.

Although all of the percentages shown in Table 37, which relates to public relations activities, were higher for the large associations, no differences were so great as to generalize. The important point here is that neither group was doing enough in any single activity.

Table 36. Comparison Between the Percentages of Large and Small Associations Which Undertook Political Activity During 1947-1948

Activity	Percentages of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Officially endorse a candidate or candidates for public office	8	3	5	1.250
Officially work for the passage of local or state legislation relating to education	75	54	21	2.958
Make public, official statements on controversial political questions in which teachers might be expected to take an interest	21	11	10	1.639

Table 37. Comparison Between the Percentages of Large and Small Associations Which Perform Public Relations Activities

Activity	Percentages of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Newspaper announcements	58	44	14	1.795
Supplied speakers to community	37	24	13	1.733
Invited speakers from community	52	42	10	1.226

Table 56. Comparison Between the Percentages of Large and Small Associations Which Undertook Political Activity During 1947-1948

Activity	Percentages of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Officially endorse a candidate or candidates for public office	8	3	5	1.280
Officially work for the passage of local or state legislation relating to education	78	54	24	2.928
Make public, official statements on controversial political questions in which teachers might be expected to take an interest	21	11	10	1.878

Table 57. Comparison Between the Percentages of Large and Small Associations Which Perform Public Relations Activities

Activity	Percentages of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Newspaper announcements	58	44	14	1.795
Supplied speakers to community	37	24	13	1.732
Invited speakers from community	82	62	20	1.298

Table 38. Comparison Between the Percentages of Large and Small Associations Which Cooperated with Other Community Organizations During 1947-1948

Organization	Percentages of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Parent-Teachers Association	41	34	7	.909
YMCA or YWCA	6	1	5	1.471
A Church	2	4	2	---
American Red Cross	27	26	1	---
League of Women Voters	13	1	12	2.50
Chamber of Commerce	12	1	11	2.391
Boy or Girl Scouts	2	8	6	2.143
Grange	0	7	7	3.5
Other teachers' clubs	15	10	5	.909
Veterans' organizations	4	4	0	---
Community Chest	42	8	34	4.789

The chances are better than 95 in 100 that large associations cooperated more actively with such groups as the Chamber of Commerce and the League of Women Voters. Small groups cooperated more readily with Boy or Girl Scouts than did the large ones. One difference, which might be used to point out the reliability of the results, is that the smaller associations were shown to cooperate more with the

Table 32. Comparison Between the Percentages of Large and Small Associations Which Cooperated with Other Community Organizations During 1947-1948

Organization	Percentages of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Parent-Teachers Association	41	34	7	.909
YMCA or YWCA	6	1	5	1.471
A Church	2	4	2	---
American Red Cross	27	28	1	---
League of Women Voters	13	1	12	2.80
Chamber of Commerce	12	1	11	2.391
Boy or Girl Scouts	3	8	5	2.143
Grange	0	7	7	3.8
Other teachers' clubs	15	10	5	.909
Veterans' organizations	4	4	0	---
Community Chest	42	8	34	4.750

The chances are better than 98 in 100 that large associations cooperated more actively with such groups as the Chamber of Commerce and the League of Women Voters. Small groups cooperated more readily with Boy or Girl Scouts than did the large ones. One difference, which might be used to point out the reliability of the results, is that the smaller associations were shown to cooperate more with the

activities of the Grange, while large associations cooperated more with Community Chest drives. The replies to these items tended to be restricted to the areas where the associations cooperating with them were located. No percentages show majority cooperation with any other organization, and most show very little of such cooperation.

Every item in Table 39 shows real and significant differences in the percentage of large associations which had taken official and public positions in regard to salary questions. In these matters, more large associations at least were informing the public of their position. The lower percentages for "merit rating" might be due to the doubt of many teachers of the soundness of this proposal. To many teachers the merit rating appears to be an administrative proposal to escape a recognized salary schedule.

Also compared, but not presented in any of the tables, were the percentages of large and small associations with written constitutions. One hundred per cent of the large group had a written constitution, while 72 per cent of the small group had such a document. The critical ratio obtained was 8.0, indicating a difference which is hardly attributable to chance. Evidently, many small groups did not feel it necessary to have a constitution, while large associations generally recognized the need.

Table 39. Comparison Between the Percentages of Large and Small Associations Which Have Taken Official and Public Stands Upon Salary Questions

Stand	Percentages of Associations		Difference in Percentage	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Minimum salaries	88	59	29	4.915
Merit rating	48	25	23	3.026
Automatic increments	81	49	32	5.333
Cost-of-living bonus	52	31	21	2.692

A Comparison of Certain Items As Completed by 101 Associations Affiliated With the National Education Association With the Items As Completed by 186 Associations Not So Affiliated

Size of the associations affiliated with the National Education Association.-- The associations affiliated with National Education Association were, on the whole, considerably larger than those not so affiliated. Of 101 affiliates, 37 per cent contained more than 119 members. Only 7 per cent of the non-affiliates contained more than 119 members. This substantiates the previous finding of the National Education Association.

The differences in size were striking. The non-affiliated associations had, on the average, less than one third as many members as the affiliated associations.1/

1/ Local Educational Associations at Work, op. cit. p.106.

Table 39. Comparison Between the Percentages of Large and Small Associations Which Have Taken Official and Public Stands Upon Salary Questions

Stand	Percentages of Associations		Differences in Percentages	Critical Ratio
	Large	Small		
(1)	(2)	(3)	(4)	(5)
Minimum salaries	88	89	89	4.818
Merit rating	46	26	20	3.026
Automatic increments	81	49	32	5.333
Cost-of-living bonus	89	31	21	2.092

A Comparison of Certain Items As Completed by 101 Associations Affiliated With the National Education Association With the Items As Completed by 188 Associations Not So Affiliated

Size of the associations affiliated with the National Education Association.-- The associations affiliated with National Education Association were, on the whole, considerably larger than those not so affiliated. Of 101 affiliates, 37 per cent contained more than 119 members. Only 7 per cent of the non-affiliates contained more than 119 members. This substantiates the previous finding of the National Education Association.

The differences in size were striking. The non-affiliated associations had, on the average, less than one third as many members as the affiliated associations.1/

1/ Local Educational Associations at Work, op. cit. p.108.

Items compared.-- All of the items shown in Tables 27 through 39, as well as the items compared in all tables in Chapter Four concerning aims, were compared as completed by the associations affiliated with the National Education Association and as completed by associations not so affiliated. Of the 77 items compared, only five showed differences not previously shown in the comparisons made on the basis of size of associations. Therefore, in all but five comparisons which resulted in critical ratios of more than 2.58, the same tendencies were noted between the National Education Association affiliates and non-affiliates as were noted in the comparisons between size groups. These five are shown in Table 40.

All of the critical ratios in column (3) in Table 40 represent a larger percentage of agreement by locals affiliated with the National Education Association with the exception of No. 5 which represents a larger percentage of agreement by the non-affiliates. All of the critical ratios in column (2) represent a larger percentage of agreement by the large associations.

The fact that the differences shown in Table 40 might still be attributable to size of associations or to chance, despite the figures in column (3), was recognized. Consequently, it was planned to make further comparisons, equating for size of associations. Unfortunately, the smallest

Table 40. The Critical Ratios Obtained By Comparing Certain Items Completed By Large and Small Associations and the Critical Ratios Obtained on the Same Items By Comparison of National Education Association Local Affiliates and Non-affiliates

Item	Critical Ratios Obtained By Comparison of	
	Size Groups	N.E.A. Affiliation
(1)	(2)	(3)
1. Superintendent of schools is admitted to membership.	1.528	3.774
2. Social or entertainment committee is active in the association.	.972	2.642
3. Classroom teacher is in the office of association president.	1.111	2.923
4. Regular meetings are held quarterly.	2.029	3.529
5. All local teachers' associations should interpret the problems of teaching to the public.	1.184	3.279

associations affiliated with the National Education Association contained 22 members. There were two such associations, which comprised one eighteenth of the 36 associations of less than 56 members affiliated with the National Education Association. Of the 133 non-affiliated associations, 28 had a membership of 22 or less, slightly more than one fifth of the total.

This predominance of very small associations in the

Table 40. The Critical Ratios Obtained By Comparing Certain Items Completed By Large and Small Associations and the Critical Ratios Obtained on the Same Items By Comparison of National Education Association Local Affiliates and Non-affiliates

Item	Critical Ratios Obtained By Comparison of	
	Size Groups	N.E.A. Affiliation
(1)	(2)	(3)
1. Superintendent of schools is admitted to membership.	1.888	3.774
2. Social or entertainment committee is active in the organization.	.972	6.642
3. Classroom teacher is in the office of association president.	1.711	5.858
4. Regular meetings are held quarterly.	2.038	5.859
5. All local teachers' associations should interpret the problems of teaching to the public.	1.184	3.279

associations affiliated with the National Education Association contained 28 members. There were two such associations, which comprised one eighteenth of the 38 associations of less than 28 members affiliated with the National Education Association. Of the 133 non-affiliated associations, 28 had a membership of 28 or less, slightly more than one fifth of the total.

This predominance of very small associations in the

non-affiliated group led to the conclusion that differences here, if obtained, might still be the result of size of association rather than National Education Association affiliation. Not enough National Education Association affiliates of any given membership or closely related memberships participated in the study to compute a sample adequate for purposes of comparison.

Further research on this question is highly desirable. So far as this investigation is concerned, no differences were noted between National Education Association affiliates and non-affiliates which might not have been due to differences in size between the groups being compared. This conclusion conforms to the earlier finding of the National Education Association.

> Separate tabulations of the replies for affiliated and non-affiliated associations showed so few differences between the two groups, except those related to the differences in size, that the data are not reported separately. 1/

In view of this finding it may be reasonable to ask what are the advantages of National Education Association affiliation. Apparently, associations not affiliated were sponsoring about the same activities and had about the same organization as those affiliated. If such affiliation means nothing insofar as specific local work is concerned, what,

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1/ Local Educational Associations at Work, op. cit., p. 106.

non-affiliated group led to the conclusion that differences here, if obtained, might still be the result of size of association rather than National Education Association affiliation. Not enough National Education Association affiliates of any given membership or closely related membership participated in the study to comprise a sample adequate for purposes of comparison.

Further research on this question is highly desirable. So far as this investigation is concerned, no differences were noted between National Education Association affiliates and non-affiliates which might not have been due to difference in size between the groups being compared. This conclusion conforms to the earlier finding of the National Education Association.

Separate tabulations of the replies for affiliated and non-affiliated associations showed so few differences between the two groups, except those related to the differences in size, that the data are not reported separately. 1/

In view of this finding it may be reasonable to ask what are the advantages of National Education Association affiliation. Apparently, associations not affiliated were operating about the same activities and had about the same organization as those affiliated. If such affiliation means nothing insofar as specific local work is concerned, what,

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1/ Local Educational Associations at Work, op. cit., p. 108.

then, is the advantage locally?

In the opinion of this investigator, the reason for the lack of significant differences in this study was not due to lack of activity of the National Education Association locally but rather to the wide acceptance by non-affiliated associations of ideas and projects sponsored by the National Education Association. The percentage of members of non-affiliated associations who belong individually to the National Education Association is not known. Wherever such individual membership was sizeable, however, the influence of the National Education Association was felt probably as surely as though the association itself were affiliated.

A Comparison of Certain Items as Completed By 69 Associations of Less Than 56 Members in Maine, New Hampshire, Rhode Island, and Vermont With the Items as Completed By 100 Associations of the Same Size in Connecticut, Massachusetts, and New York State

Reasons for comparison.-- Connecticut, Massachusetts, and New York State, in which are active and well-established state teachers' organizations, were considered to constitute a logical group for comparison with the other states covered in the investigation. The organizations in the States of Vermont and Rhode Island, as noted previously, were apparently maintaining little local contact. The organizations of Maine and New Hampshire, while increasing the scope

A Comparison of Certain Items as Completed By
89 Associations of Less Than 38 Members in Maine,
New Hampshire, Rhode Island, and Vermont With the
Items as Completed By 100 Associations of the Same
Size in Connecticut, Massachusetts, and New York States

Reasons for comparison.-- Connecticut, Massachusetts, and New York States, in which are active and well-established state teachers' organizations, were considered to constitute a logical group for comparison with the other states covered in the investigation. The organizations in the States of Vermont and Rhode Island, as noted previously, were apparently maintaining little local contact. The organizations of Maine and New Hampshire, while increasing the scope

of their local work, had done little until recently to build strong local organizations. Furthermore, the Northeastern States of Maine, New Hampshire, and Vermont were considered to constitute a natural unit for comparison with the States of Connecticut, Massachusetts, and New York. The Rhode Island associations were arbitrarily added to the smaller number.

The purpose of comparison was to show differences, if any. The states were grouped in this manner because it was considered that this grouping would bring out differences if there were any. On a national level the same logic would lead to comparisons between Southern and Northeastern or between Northwestern and Midwestern States or other such comparisons.

Tables 41 through 52 show the results of this comparison.[1/] Tables 95, 96, and 98 on pages 305 through 308 in Chapter Four show the results of comparing items related to aims. To eliminate the factor of size, all associations comprising the two groups were from Group IV. All had less than 56 members.

1/ For brevity in the tables which follow, the group including Maine, New Hampshire, Rhode Island, and Vermont is referred to as states "A", and the group including Connecticut, Massachusetts, and New York is referred to as states "B".

of their local work, had done little until recently to build strong local organizations. Furthermore, the Northeastern States of Maine, New Hampshire, and Vermont were considered to constitute a natural unit for comparison with the States of Connecticut, Massachusetts, and New York. The Rhode Island associations were arbitrarily added to the smaller number.

The purpose of comparison was to show differences, if any. The states were grouped in this manner because it was considered that this grouping would bring out differences if there were any. On a national level the same lights would lead to comparisons between Southern and Northeastern or between Northwestern and Midwestern States or other such comparisons.

Tables 41 through 52 show the results of this comparison. 1/ Tables 38, 39, and 39 on pages 305 through 308 in Chapter Four show the results of comparing items related to aims. To eliminate the factor of size, all associations comprising the two groups were from Group IV. All had less than 50 members.

1/ For brevity in the tables which follow, the group including Maine, New Hampshire, Rhode Island, and Vermont is referred to as state "A", and the group including Connecticut, Massachusetts, and New York is referred to as states "B".

Of 72 items compared in the tables, only seven resulted in critical ratios of more than 2.58, and only three others were in excess of 2.0. The few differences noted resulted in the following conclusions. Tables 41 through 52, with which the following conclusions are concerned, are on the pages immediately succeeding this one.

1. More superintendents of schools were admitted to membership in Maine, New Hampshire, Vermont, and Rhode Island (States A) than were admitted in Connecticut, Massachusetts, and New York (States B). See Table 41.

2. States A maintained more program committees. See Table 42.

3. Group insurance was provided to considerably more associations in States B. See Table 48.

4. Associations in States A were more conscious of public relations, inviting more community leaders to address them. See Table 50.

5. On three of the items regarding salaries, considerably more associations in Connecticut, Massachusetts, and New York were found to have taken official and public stands. Much more activity was indicated here than in States of Maine, New Hampshire, Rhode Island, and Vermont, considered as a unit. It might be noted that the differences here were not due to associations from Rhode Island, since 14 of the 18 associations in Rhode Island checked one or more of the items. The

associations in Maine, New Hampshire, and Vermont had done considerably less in standing firmly and publicly on salary issues than those in the other states covered. See Table 52.

Table 41. Comparison Between the Percentages of Associations in States A and B which Admit School Principals and the Superintendent of Schools to Membership

Officer	Percentage of Associations in States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
School principal	91	92	1	---
Superintendent of Schools	78	51	27	3.803

Table 42. Comparison Between the Percentages of Associations in States A and B Wherein the Listed Committees Were Active at the Time of This Study

Committee	Percentage of Associations in States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Finance or salary	36	51	15	1.948
Social or entertainment	65	67	2	---
Study or research	19	13	6	1.034
Publicity	30	45	15	1.724
Program	70	41	29	3.919
Legislative	28	47	19	2.568

associations in Maine, New Hampshire, and Vermont had done considerably less in standing firmly and publicly on salary issues than those in the other states covered. See Table 82.

Table 41. Comparison Between the Percentages of Associations in States A and B which Admit School Principals and the Superintendent of Schools to Membership

Officer	Percentage of Associations in States		Differences in Percentages	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
School principal	91	92	1	---
Superintendent of Schools	78	81	23	3.803

Table 42. Comparison Between the Percentages of Associations in States A and B Whereis the Listed Committees Were Active at the Time of This Study

Committee	Percentage of Associations in States		Differences in Percentages	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Finance or salary	36	51	15	1.949
Social or entertainment	66	67	2	---
Study or research	19	13	6	1.034
Publicity	30	46	16	1.784
Program	70	41	29	3.819
Legislative	28	47	19	2.888

Table 42. (concluded)

Committee	Percentage of Associations States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Nominating	38	31	7	.946
Membership	12	7	5	1.064
Professional	17	19	2	---

Table 43. Comparison Between the Percentages of Associations in States A and B Concerning the Number of Regularly Scheduled Meetings

Schedule of Meetings	Percentage of Associations States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Monthly	42	37	5	.658
Quarterly	20	11	9	1.579
Bi-monthly	22	21	1	---
Three times yearly	4	10	6	1.579
Semi-annually	3	4	1	---

Table 42. (concluded)

Committee	Percentage of Associations in States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Nominating	38	31	7	.846
Membership	12	7	5	1.064
Professional	17	15	2	---

Table 43. Comparison Between the Percentages of Associations in States A and B Concerning the Number of Regularly Scheduled Meetings

Scheduled Meetings	Percentage of Associations in States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Monthly	42	37	5	.888
Quarterly	20	11	9	1.879
Bi-monthly	22	21	1	---
Three times yearly	4	10	6	1.372
Semi-annually	3	4	1	---

Table 44. Comparison Between the Percentages of Associations in States A and B Concerning the Time of Planning Successful Activities

Time of Planning	Percentage of Associations States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Before start of school year	4	7	3	.857
Immediately after start of school year	48	36	12	1.558
During the school year	46	45	1	---

Table 45. Comparison Between the Percentages of Associations in States A and B in Which Support is Evidenced in the Ways Listed

Type of Support	Percentage of Associations States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Many members participating actively	35	36	1	---
A few enthusiastic members	42	37	5	.658
Work done chiefly by officers	17	24	7	1.129
Members support social, but shun controversial activities	19	11	8	1.429

Table 44. Comparison Between the Percentages of Associations in States A and B Concerning the Time of Planning Successful Activities

Time of Planning	Percentages of Associations Stated		Differences in Percentages	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Before start of school year	4	7	3	.887
Immediately after start of school year	48	36	12	1.558
During the school year	46	45	1	---

Table 45. Comparison Between the Percentages of Associations in States A and B in Which Support is Evidenced in the Ways Listed.

Type of Support	Percentages of Associations stated		Differences in Percentages	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Many members participating actively	38	39	1	---
A few enthusiastic members	42	37	5	.806
Work done chiefly by officers	17	24	7	1.139
Members support social but shun controversial activities	18	11	8	1.469

Table 46. Comparison Between the Percentages of Associations in States A and B Which Induce Greater Participation By Members By Undertaking the Listed Devices

Device Used	Percentage of Associations States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Providing duplicated explanations	26	21	5	.746
Assigning activities	59	63	4	.526
Requiring participation	17	8	9	1.731

Table 47. Comparison Between the Percentages of Associations in States A and B Which Sponsor Publications

Publication	Percentage of Associations States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Handbook	16	20	4	.678
Periodical	1	3	2	.952

Table 46. Comparison Between the Percentages of Associations in States A and B Which Indexes Greater Participation By Members By Undertaking the Listed Devices

Device Used	Percentage of Associations in States		Difference in Percentage Points	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Providing duplicated explanations	28	21	8	.746
Assigning activities	30	26	4	.826
Requiring participation	17	9	8	1.731

Table 47. Comparison Between the Percentages of Associations in States A and B Which Sponsor Publications

Publication	Percentage of Associations in States		Difference in Percentage Points	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Handbook	18	20	4	.678
Periodical	1	3	2	.982

Table 48. Comparison Between the Percentages of Associations in States A and B Which Provide Economic Services to Members

Economic Service	Percentage of Associations in States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Group insurance	26	62	36	5.0
Credit Union	3	5	2	.667
Emergency loan fund	3	3	0	---
Cooperative buying	0	1	1	---
Welfare fund	0	6	6	2.50

Table 49. Comparison Between the Percentages of Associations in States A and B Which Undertook Political Activity During 1947-1948

Activity	Percentage of Associations in States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Officially endorse a candidate or candidates for public office	1	4	3	1.304
Officially work for the passage of local or state legislation relating to education	43	61	18	2.338
Make public, official statements on controversial political questions in which teachers might be expected to take an interest	9	12	3	---

Table 50. Comparison Between the Percentages of Associations in States A and B Which Perform Public Relations Activities

Activity	Percentage of Associations States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Newspaper announcements	41	47	6	.779
Supplied speakers to community	25	24	1	---
Invited speakers from community	54	34	20	2.632

Table 51. Comparison Between the Percentages of Associations in States A and B Which Cooperated with Other Community Organizations During 1947-1948

Organization	Percentage of Associations States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Parent-Teacher Association	35	33	2	---
YMCA or YWCA	1	1	0	---
A Church	4	3	1	---
American Red Cross	20	30	10	1.515
League of Women Voters	0	2	2	1.429
Chamber of Commerce	0	2	2	1.429
Boy or Girl Scouts	6	10	4	.952
Grange	6	7	1	---
Other teachers' clubs	14	7	7	1.429

Table 80. Comparison Between the Percentages of Associations in States A and B Which Perform Public Relations Activities

Activity	Percentage of Associations in States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Newspaper announcements	42	47	5	.779
Supplied speakers to community	28	29	1	---
Invited speakers from community	64	84	20	3.832

Table 81. Comparison Between the Percentages of Associations in States A and B Which Cooperated with Other Community Organizations During 1947-1948

Organization	Percentage of Associations in States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Parent-Teacher Association	28	33	5	---
YMCA or YWCA	1	1	0	---
A Church	4	3	1	---
American Red Cross	20	30	10	1.912
League of Women Voters	0	2	2	1.409
Chamber of Commerce	0	2	2	1.409
Boy or Girl Scouts	6	10	4	.892
Grange	6	7	1	---
Other teachers' clubs	14	7	7	1.409

Table 51. (concluded)

Organization	Percentage of Associations States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Veterans' organizations	6	3	3	.714
Community Chest	3	11	8	2.162

Table 52. Comparison Between the Percentages of Associations in States A and B Which Have Taken Official and Public Stands Upon Salary Questions

Stand	Percentage of Associations States		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Minimum salaries	46	68	22	2.895
Merit ratings	6	39	33	5.789
Automatic increments	29	63	34	4.658
Cost-of-living bonus	26	34	8	1.127

Summary

The major findings, obtained by tabulation and analysis of the data in the first inquiry form, may be summarized as follows. These findings were based upon information shown in the tables and text in this chapter. As shown on pages 83 through 94 in Chapter Two, the instrument was carefully constructed and used. The sample obtained was

Table 81. (concluded)

Organization	Percentage of Associations in States		Differ-ence in Percen-tage	Criti-cal Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Veterans' organizations	6	3	3	.714
Community Chest	3	11	8	2.189

Table 82. Comparison Between the Percentages of Associations in States A and B Which Have Taken Official and Public Stands Upon Salary Questions

Stand	Percentage of Associations in States		Differ-ence in Percen-tage	Criti-cal Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Minimum salaries	46	88	22	2.888
Merit ratings	6	39	33	8.789
Automatic increments	29	63	34	4.639
Cost-of-living bonus	28	24	8	1.127

Summary

The major findings, obtained by tabulation and analysis of the data in the first inquiry form, may be summarized as follows. These findings were based upon information shown in the tables and text in this chapter. As shown on pages 83 through 84 in Chapter Two, the instrument was carefully constructed and used. The sample obtained was

representative of both associations of varying memberships and of associations in each state covered.

1. No differences were noted among participants because of name used. A tendency was noted for respondents to feel that using the name "club" emphasized social and cultural activities, while the term "association" emphasized professional and economic activities. A small number of groups termed themselves "federation ," "council ," or "alliance" in the belief that such a name implied stronger unity. Union locals, in particular, were called federations or alliances. This investigation did not differentiate, all being referred to as associations.

2. Organization of teachers' associations has proceeded rapidly since 1920, and more than one third of the associations participating in this study were formed since 1940, indicating the continued and rapid organization of American teachers. Although some tendency was noted to combine differentiated groups into local associations representing all teachers, this movement was not general and was probably offset by splits resulting from friction in established all-inclusive organizations.

3. Nearly all local associations admitted school principals to membership. A majority also admitted superintendents and supervisors. Non-teaching school employees, such as nurses, clerks, or librarians, were admitted in less

representative of both associations of varying membership and of associations in each state covered.

1. No differences were noted among participants because of name used. A tendency was noted for respondents to feel that using the name "club" emphasized social and cultural activities, while the term "association" emphasized professional and economic activities. A small number of groups termed themselves "federation," "council," or "alliance" in the belief that such a name implied greater unity. Union locals in particular, were called federations or alliances. This investigation did not differentiate, all being referred to as associations.

2. Organization of teachers' associations has proceeded rapidly since 1920, and more than one third of the associations participating in this study were formed since 1940, indicating the continued and rapid organization of American teachers. Although some tendency was noted to combine differentiated groups into local associations representing all teachers, this movement was not general and was probably offset by splits resulting from friction in established all-inclusive organizations.

3. Nearly all local associations admitted school principals to membership. A majority also admitted supervisors and observers. Non-teaching school employees, such as nurses, clerks, or librarians, were admitted in less

than one half of the associations. School-board members and custodians were admitted to membership in less than 7 per cent of the associations. When admitted as members, these personnel were frequently denied the right to vote or hold office.

4. The annual dues of more than 90 per cent of local teachers' associations were not sufficient to finance a professional program. The median amount of $1.00 annually was a mere fraction of the $1.00 monthly payment which should be adopted.

5. A majority of associations elected officers in the Spring as recommended. Less than one half held Fall elections. Very few held elections during the winter months.

6. No special requirements and training for officers were required in local teachers' associations.

7. Most officers were elected by the membership and served for a term of one year. They were not paid for this service.

8. The majority of major offices were held by classroom teachers. About one fifth of the association presidents were school principals.

9. The social or entertainment committee was reported most often by the associations. About one half of the associations contained finance, program, and legislative committees. Lack of good committee organization was evident.

10. Very few teachers' associations employed legal counsel, although in a majority of local teachers' associations it was available, at least theoretically, through affiliated organizations.

11. Although most local associations had a written constitution, a minority of about 20 per cent tried to function without such a document.

12. Most local associations were affiliated with a state teachers' association. Many were National Education Association affiliates, although some local associations did not know the meaning of group affiliation with the National Education Association. All affiliations were considered by respondents to allow full local autonomy.

13. Regular monthly meetings were scheduled by less than one half of the respondents. However, 60 per cent reported regular meetings at least every two months.

14. Activities which were both heavily supported and extremely successful were likely to be social in nature.

15. Most planning was done during the school year, although the trend was to do as much planning as possible before the school year commenced.

16. Support by the membership of local teachers' associations was largely a matter of the enthusiasm of a few members or the hard work of officers. A minority reported active participation by a majority of the membership.

10. Very few teachers' associations employed legal counsel, although in a majority of local teachers' associations it was available, at least theoretically, through affiliated organizations.

11. Although most local associations had a written constitution, a minority of about 20 per cent tried to function without such a document.

12. Most local associations were affiliated with a state teachers' association. Many were National Education Association affiliates, although some local associations did not know the meaning of proup affiliation with the National Education Association. All affiliations were considered by respondents to allow full local autonomy.

13. Regular monthly meetings were scheduled by less than one half of the respondents. However, 80 per cent reported regular meetings at least every two months.

14. Activities which were both heavily supported and extremely successful were likely to be social in nature.

15. Most planning was done during the school year, although the trend was to do as much planning as possible before the school year commenced.

16. Support by the membership of local teachers' associations was largely a matter of the enthusiasm of a few members or the hard work of officers. A minority reported active participation by a majority of the membership.

Lack of participation or interest was found to be the chief cause of the failures of local associations. Dissension, lack of minority support, lack of time, transportation problems, poor programs, poor leadership, and fear were other factors.

17. Less than 15 per cent of the associations reported a periodical publication. About one fifth reported a handbook. No charge was noted for any periodical reported.

18. Relatively few local teachers' associations were sponsoring or planning to sponsor any social or cultural activities other than lectures, parties, picnics, and flower funds. It was of note that more than one fourth of the respondents reported the sponsoring of extension courses for teachers.

19. In general, local teachers' associations were doing little to recruit worthy students for the teaching profession.

20. Participation in political activities was confined chiefly to working for the passage of state legislation relating to education. The work of local teachers' associations in politics was reported as largely successful.

21. Strikes had neither taken place nor had they been considered by 99 per cent of all local teachers' associations which participated in this study. When strike action was reported, a successful conclusion was also reported in every case.

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21. Strikes had neither taken place nor had they been considered by 99 per cent of all local teachers' associations which participated in this study. When strike action was reported, a successful conclusion was also reported in every case.

22. Little cooperative enterprise was reported between local teachers' associations and other community organizations.

23. Other than supplying local newspapers with news items, few local teachers' associations maintained a systematic program of public relations.

24. Most local teachers' associations had taken official positions on one problem or another related to better pay for teachers. Strong opposition to merit rating was noted.

25. Few local teachers' associations took positions on questions related to educational practices in the local situation.

26. The aims of local teachers' associations, as written into their constitutions, were very general; although they did suggest areas of activity, they indicated no specific goals and recommended no particular activities.

27. No differences were noted between local associations affiliated with the National Education Association and unaffiliated local associations.

28. Few differences were noted in the practices of associations in Maine, New Hampshire, Rhode Island, and Vermont when compared with the practices of associations in Connecticut, Massachusetts, and New York. The chief difference noted was in the considerably greater activity

in salary problems reported in Connecticut, Massachusetts, and New York. Rhode Island, considered separately, also reported much activity in this area. Associations in Maine, New Hampshire, and Vermont, therefore, were found to be relatively inactive so far as salary problems were concerned.

29. Differences related to size were the following: a. A considerably higher percentage of large associations maintained all of the usual committees found in local teachers' associations. One exception, the social or entertainment committee, was noted as showing no differences. b. A considerably higher percentage of large associations planned their program before the school year commenced. c. Large groups tended to provide duplicated explanations of activities to members. Participation was required by a minority of small associations. d. Publications of newsletters was confined almost entirely to large associations. e. More economic services were provided to the members of large associations. f. Large associations were found to be more active in politics. g. Large associations tended to carry on more systematic public relations activities. h. A considerably higher percentage of large associations had taken official and public stands on questions relating to better pay for teachers. i. Large associations recognized the need for a unified organization as evidenced by the greater number of written constitutions reported by this group.

CHAPTER IV

THE OPINIONS OF SUPERINTENDENTS OF SCHOOLS AND HEADS OF LOCAL TEACHERS' ASSOCIATIONS AS REVEALED BY THE SECOND INQUIRY FORM

The Instrument

The procedures followed in developing the second inquiry form are described in Chapter Two of this thesis. The form was designed to add to the data obtained from the first inquiry form. Many of the items were created by rephrasing items previously used on the first form. The emphasis, however, was not in determining status but in obtaining opinions concerning the current work of local teachers' associations. This is illustrated in the phrasing of the purposes of the form.

1. How should local teachers' associations be organized?
2. What should be the activities of local teachers' associations?
3. What should be the aims of local teachers' associations?

A tentative form, as prepared, was submitted to experts in the fields of education and teacher-association work. After criticism, it was revised and submitted to a disinterested group of 25 college students. After further revision it was submitted to a tryout group of 25 superintendents of schools. Examination of the forms after return by the tryout

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2. What should be the activities of local teachers' associations?

3. What should be the aims of local teachers' associations?

A tentative form, as prepared, was submitted to experts in the fields of education and teacher-association work. After criticism, it was revised and submitted to a dissimilar-sized group of 25 college students. After further revision it was submitted to a larger group of 25 superintendents of schools. Examination of the forms after return by the larger

group showed that no further revision was necessary.

Since the form was concerned primarily with opinion, it was impossible to plans items to be validated against external sources. Respondents were assured that no individual form would be identified except with permission. Directions were clearly stated so respondents knew they were giving their personal opinions. The form was almost completely objective, only six items calling for a free response. It is reasonable to assume that the responses obtained to this form represent the honest opinions of respondents as held at the time of this study.

The Sample

The sample, as described in Chapter Two, resulted from a stratified-random selection of three fifths of the associations completing the first inquiry form. All associations which completed the first form were listed in order of size by states, and a three-fifths sample was taken. This sample comprised the mailing list for the second form.

The preliminary letter describing the second form was sent to each superintendent in whose school district was found one or more of the selected associations. As the superintendents replied, they were forwarded the inquiry form. Heads of associations were sent the form directly, since at the start of the study they had been informed that

two forms would be used. The follow-up letters are described in Chapter Two.

The purpose of this procedure was to insure a proportionate response by associations completing the first form. The response by states is summarized in Table 6 on page 110.

Ninety-three per cent of the selected presidents participated by completing the form. Response from each state ranged from 90 per cent in Maine to 100 per cent in New Hampshire and Vermont.

Seventy-three per cent of the selected superintendents completed the form, the percentage in each state ranging from 63 in New York to 91 in New Hampshire. Eight superintendents declined participation. Three stated they were too busy while five gave no reason. One form was returned too late to be used.

Response of the superintendents, although somewhat less than that of the presidents, was very good since they had not been informed previously of the study. The presidents had been cooperating for eight months or longer.

The response from each size group is shown in Table 53 on the following page. The response from both presidents and superintendents in all size groups was excellent. The smaller percentages of 40 and 60 for the superintendents in the top two groups were occasioned by the smallness of the samples in these groups. Actually, 68 per cent of 37

Table 53. The Number and Percentage of Response in Each Size Group to the Second Inquiry Form

Size Group	Number Selected	Group Responding			
		Presidents		Superintendents	
		Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)
VL	5	5	100	3	60
I	10	10	100	4	40
II	22	21	95	18	82
III	36	33	92	30	83
IV	102 a/	93	91	71	71
Total	175(173)	162	93	126	73

superintendents above the median responded, while 74 per cent of 136 superintendents below the median responded. The difference in the response of superintendents above and below the median is insignificant, a critical ratio of .619 resulting from comparison of the response of the two groups.

More than 90 per cent of the presidents in each size group responded, ranging from 91 per cent in Group IV to 100 per cent in Groups VL and I.

The large percentage of response by both presidents and superintendents in all states and in all size groups, as

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a/ One hundred superintendents were selected in Group IV since two superintendents in this group were found to hold jurisdiction over areas including two each, or a total of four of the participating associations.

Table 83. The Number and Percentage of Responses in Each Size Group to the Second Inquiry Form

Size Group	Number Selected	Group Responding			
		Presidents		Superintendents	
		Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)
VI	5	5	100	5	60
I	10	10	100	4	40
II	25	23	92	19	82
III	35	33	92	30	85
IV	102 a/	88	87	71	71
Total	177(172)	159	89	129	73

superintendents above the median responded, while 73 per cent of 129 superintendents below the median responded. The difference in the responses of superintendents above and below the median is significant, a critical ratio of .819 resulting from comparison of the responses of the two groups.

More than 80 per cent of the presidents in each size group responded, ranging from 81 per cent in Group IV to 100 per cent in Groups VI and I.

The large percentage of responses by both presidents and superintendents in all states and in all size groups, as

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a/ One hundred superintendents were selected in Group IV since two superintendents in this group were found to hold jurisdiction over areas including two each, or a total of four of the participating associations.

shown in Tables 6 and 53, was accepted as justification for assuming that the samples responding to the second inquiry form were representative of associations responding to the first.

All of the tables and interpretations in this chapter are based upon the assumption that the response to this form was representative of the response to the first form. Unless otherwise stated, percentages in all of the tables in this chapter are based upon the total 126 superintendents and 162 heads of local associations, referred to as the presidents.

A Comparison of the Opinions of Presidents of Local Teachers' Associations with the Opinions of Superintendents of Schools on Questions Relating to the Organization of Local Teachers' Associations

Voting membership.-- That, in most situations, department heads, supervisors, and principals should be allowed voting membership in local teachers' associations was agreed to by a large majority of both presidents and superintendents. However, 48 per cent of the superintendents and 44 per cent of the presidents believed that the superintendent of schools should not be allowed voting membership. More than 90 per cent of both groups agreed that school-board members should not be allowed voting membership.

As shown in Table 54, almost complete agreement was found between the presidents and the superintendents on

Table 54. Comparison of the Agreement Between Presidents and Superintendents that School-board Members, Superintendents, Principals, Supervisors, and Department Heads Should Not Be Allowed Voting Membership in Most Local Teachers' Associations.

Office	Presidents, Percentage Agreeing	Superintendents, Percentage Agreeing	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
School-board Member	92	94	2	.666
Superintendent	48	44	4	.678
Principal	12	13	1	.250
Supervisor	12	10	2	.526
Department Head	1	2	1	.714

these items. All of the critical ratios are less than 1.0, indicating that such slight differences as were obtained were the result of chance.

The differences between opinions toward certain officers is, however, real. For example, 92 per cent of the presidents agreed that school-board members should not vote in the local teachers' association, while 48 per cent of the presidents agreed that the superintendent of schools should not. The critical ratio, derived by dividing the obtained difference by the standard error of the difference

Table 54. Comparison of the Agreement Between Presidents and Superintendents that School-board Members, Superintendents, Principals, Supervisors, and Department Heads Should Not Be Allowed Voting Membership in Local Teachers' Associations.

Office	Presidents, Percentage Agreeing	Superintendents, Percentage Agreeing	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
School-board Member	82	94	8	.666
Superintendent	48	44	4	.678
Principal	18	19	1	.280
Supervisor	18	10	8	.828
Department Head	1	2	1	.714

these items. All of the critical ratios are less than 1.0, indicating that such slight differences as were obtained were the result of chance.

The differences between opinions toward certain offices is, however, real. For example, 82 per cent of presidents agreed that school-board members should not vote in the local teachers' association, while 48 per cent of the presidents agreed that the superintendent of schools should not. The critical ratio, derived by dividing the obtained difference by the standard error of the difference

of these two percentages, is 10.49. This indicates that the difference in the opposition of presidents toward school-board members' voting is significantly higher than is the opposition of presidents toward superintendents' voting. By inspection of Table 54it may be noted that both presidents and superintendents measure their opposition to this practice in terms of the administrative position of the officer. School-board members are separated from superintendents who, in turn, meet more opposition than do principals and supervisors. At the bottom, with an almost unanimous belief that they should vote, are department heads.

Attendance at business meetings.-- Less opposition was expressed by both presidents and superintendents to the above officers attending business meetings in most local teachers' associations. School-board members were most opposed, 70 per cent of the presidents and 71 per cent of the superintendents agreeing that school-board members should not attend business meetings.

Again, a real lessening of opposition to the superintendent is noted. Presidents, 70 per cent opposed to the attendance of school-board members at business meetings, were only 30 per cent opposed to such attendance by superintendents. That the difference was not due to chance is shown by the critical ratio of 6.897. This is a real

Table 55. Comparison of the Agreement Between Presidents and Superintendents that School-board Members, Superintendents, Principals, Supervisors, and Department Heads Should Not Attend the Business Meetings of Most Local Teachers' Associations

Office	Presidents, Percentage Agreeing	Superintendents, Percentage Agreeing	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
School-board Member	70	71	1	.185
Superintendent	30	29	1	.182
Principal	9	9	0	---
Supervisor	7	8	1	.322
Department Head	1	2	1	.714

difference in the attitude of presidents toward the two positions, superintendents meeting with significantly less opposition. A similar drop may be noted in the attitude of both presidents and superintendents on this position toward principals and supervisors. Again, there was almost no opposition to department heads.

As shown in Table 55, the attitudes of presidents and superintendents on this item were very similar, the small critical ratios indicating that the slight differences were the result of chance.

Table 55. Comparison of the Agreement Between Presidents and Superintendents that School-board Members, Superintendents, Principals, Supervisors, and Department Heads Should Not Attend the Business Meetings of Most Local Teachers' Associations

Office	(1)	(2)	(3)	(4)	(5)
School-board Member	70	71	1	.188	
Superintendent	30	29	1	.188	
Principal	0	0	0	---	
Supervisor	7	8	1	.355	
Department Head	1	2	1	.714	

Holding office.-- Table 56 shows the percentage of agreement between presidents and superintendents that the officers under discussion should not hold office in most local teachers' associations.

Table 56. Comparison of the Agreement Between Presidents and Superintendents that School-board Members, Superintendents, Principals, Supervisors, and Department Heads Should Not Hold Office in Most Local Teachers' Associations

Office	Presidents, Percentage Agreeing	Superintendents, Percentage Agreeing	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
School-board Member	94	94	0	---
Superintendent	73	75	2	.385
Principal	25	25	0	---
Supervisor	23	14	9	2.0
Department Head	4	2	2	1.053

At the two extremes are school-board members and department heads, the former opposed by 94 per cent of both groups and the latter opposed by only 4 per cent of presidents and only 2 per cent of superintendents. Note that the opposition to the holding of office by superintendents, principals, and supervisors was greater in both groups than

was the opposition to attendance at business meetings. For example, 94 per cent of the superintendents agreed that school-board members should not hold office, while 71 per cent agreed that school board members should not attend business meetings. The critical ratio, obtained by dividing the obtained difference by the standard error of the difference of these percentages, is 5.111, indicating that superintendents were actually more opposed to school-board members on the issue of voting than on attendance at business meetings. The reaction of presidents was similar.

Again, presidents and superintendents were found to be in near agreement on all items. However, that supervisors should not hold office was agreed to by 23 per cent of the presidents but by only 14 per cent of the superintendents, a difference of 9 per cent. The critical ratio of 2.0, shown in Table 56, while not statistically "significant" at the .01 level, is a real difference. It indicates that the chances are better than 95 in 100 that the difference was not due to chance.

Apparently, the presidents considered supervisors and principals in about the same category on this question, while superintendents expressed more opposition to principals.

Policy making.— Participation in policy-making activity was opposed by both superintendents and presidents for

school-board members. Again, this activity was categorized separately for superintendents as it was for principals, supervisors, and department heads.

Table 57. Comparison of the Agreement Between Presidents and Superintendents that School-board Members, Superintendents, Principals, Supervisors, and Department Heads Should Not Participate in Policy-making Activity for Most Local Teachers' Associations

Office	Presidents, Percentage Agreeing	Superintendents, Percentage Agreeing	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
School-board Member	83	78	5	1.05
Superintendent	44	34	10	1.754
Principals	12	12	0	---
Supervisor	14	9	5	1.351
Department Head	2	2	0	---

Policy-making activity was classified about the same as voting membership by both presidents and superintendents. (See Table 54, page 236.) This was true in all cases except for school-board members to whom voting membership was more strongly denied. The superintendents also opposed voting membership for themselves more strongly than policy-making

activity. In all other instances shown in Tables 54 and 57, the percentages are approximately the same.

Note in Table 57 that presidents were slightly more opposed to participation in policy-making activity by school-board members, superintendents, and supervisors. The critical ratios, while not large enough to denote statistical differences at any but the 0.1 level, consistently represent differences in favor of the presidents. Hence, it seems safe to assume that presidents actually were more opposed, although the differences obtained were not great enough to generalize.

School position of officers.-- No particular office in most local teachers' associations need be held by a classroom teacher alone in the opinion of a majority of both superintendents and presidents.

Although a slightly higher percentage of presidents indicated that classroom teachers should hold each office, in no case was the difference sufficiently large to be significant at the .01 level. However, the consistency of the higher percentages is evidence that more presidents than superintendents do tend to regard classroom teachers as more preferable for all offices. The largest difference of opinion is noted concerning the vice-presidency on which a ratio of 2.50 was obtained. Although this may be regarded as a relatively inactive office in most groups, more

Table 58. Comparison of the Agreement Between Presidents and Superintendents that Certain Offices in Most Local Teachers' Associations Should be Held Only by a Classroom Teacher

Office	Presidents, Percentage Agreeing	Superintendents, Percentage Agreeing	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
President	47	37	10	1.724
Vice-President	44	30	14	2.50
Secretary	37	27	10	1.818
Treasurer	38	29	9	1.636
Chairman, Executive Committee	39	32	7	1.228
Executive Secretary	35	28	7	1.296

presidents than superintendents feel that the vice-president should be a classroom teacher. All of the critical ratios illustrate slight differences in favor of the presidents.

Table 59 is a comparison of the agreement between presidents and superintendents that certain offices in most local associations should be held by a school employee above the rank of classroom teacher. Only very small percentages of the superintendents favored any office as being so held. The presidents, in all cases, were slightly more in favor of this, although in each case only approximately 10 per cent

Table 58. Comparison of the Agreement Between Presidents and Superintendents that Certain Offices in Most Local Teachers' Associations Should be Held Only by a Classroom Teacher

Office	Presidents, Percentage Agreeing	Superintendents, Percentage Agreeing	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
President	47	87	40	1.724
Vice-President	44	80	36	2.80
Secretary	37	67	30	1.618
Treasurer	28	58	30	1.636
Chairman, Executive Committee	33	52	19	1.388
Executive Secretary	35	52	17	1.386

...should be a classroom teacher. All of the critical ratios ...Illustrate slight differences in favor of the presidents.

Table 58 is a comparison of the agreement between presidents and superintendents that certain offices in most local associations should be held by a school employee above the rank of classroom teacher. Only very small percentages of the superintendents favored any office as being so held. The presidents, in all cases, were slightly more in favor of this, although in each case only approximately 10 per cent

Table 59. Comparison of the Agreement Between Presidents and Superintendents that Certain Offices in Most Local Teachers' Associations Should Be Held by a School Employee Above the Rank of Classroom Teacher

Office	Presidents, Percentage Agreeing	Superintendents, Percentage Agreeing	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
President	10	4	6	2.067
Vice-President	11	6	5	1.515
Secretary	12	5	7	2.188
Treasurer	8	5	3	1.071
Chairman, Executive Committee	12	6	6	1.818
Executive Secretary	8	4	4	1.481

of the presidents expressed this attitude. It is surprising that as many as 10 per cent of the presidents believed the office of president in most local teachers' associations should be held by a school employee above the rank of classroom teacher.

The majority of presidents and superintendents, by not completing the item or by marginal comment, showed they believed that all offices in local teachers' associations might be held by any school employee suitable to the membership. In many small associations the school administrators

Table 80. Comparison of the Agreement Between Presidents and Superintendents that Certain Offices in Most Local Teachers' Associations Should Be Held by a School Employee Above the Rank of Classroom Teacher

Office	Presidents, Percentage Agreeing	Superintendents, Percentage Agreeing	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
President	10	4	6	2.067
Vice-President	11	3	8	1.818
Secretary	12	5	7	2.188
Treasurer	8	5	3	1.071
Chairman, Executive Committee	12	6	6	1.818
Executive Secretary	8	4	4	1.481

of the presidents expressed this attitude. It is surprising that as many as 10 per cent of the presidents believed the office of president in most local teachers' associations should be held by a school employee above the rank of classroom teacher.

The majority of presidents and superintendents, by not completing the item or by marginal comment, showed they believed that all offices in local teachers' associations might be held by any school employee entitled to the membership. In many small associations the school administrators

are the logical sponsors of association activities and, hence, are looked to for leadership.

Affiliations.-- Table 60 shows the comparisons between the percentages of agreement by superintendents and presidents concerning current and potential affiliations of local teachers' associations.

The purpose of this item was to discover the current attitudes of superintendents and presidents toward the organizations with which local teachers' groups are usually affiliated. As shown in Table 60, both presidents and superintendents strongly supported the two groups with which most of them felt they were affiliated,[1/] namely, the National Education Association and the state teachers' associations.

To be noted particularly is the attitude expressed by heads of local associations not affiliated with either of the major unions. Ten per cent of the presidents indicated

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1/ As explained in Chapter Three, since the term "affiliation" was not defined on the form, about 15 per cent of the respondents checked incorrectly affiliation with the National Education Association. This also occurred on the second inquiry form as may be noted in Table 60 by the high percentage of National Education Association affiliation indicated by both superintendents and presidents. It is also interesting to note that, in this mistaken 15 per cent, both the president and the superintendent of schools believed the association an affiliated local of the National Education Association and, apparently, agreed that this affiliation should be continued.

Table 60. Comparison of Agreement Between Presidents and Superintendents Concerning Current and Potential Affiliations of Local Teachers' Associations

Present Status of Local Association	Organization	Presidents, Percentage Agreeing	Superintendents, Percentage Agreeing	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)	(6)
Is Now Affiliated And Should Be	National Education Association	64	77	13	2.453
	State Teachers' Association	88	92	4	1.143
	American Federation of Teachers	2	2	0	---
	Congress of Industrial Organizations	0	0	0	---
Is Now Affiliated But Should Not Be	National Education Association	1	0	1	---
	State Teachers' Association	1	1	0	---
	American Federation of Teachers	2	7	5	2.0
	Congress of Industrial Organizations	2	7	5	2.0

Table 60. Comparison of Agreement between Presidents and Superintendents Concerning Current and Potential Affiliations of Local Teachers' Associations

Present Status of Local Association	Organization	Presidents, Percentage Agreeing	Superintendents, Percentage Agreeing	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)	(6)
Is Now Affiliated with State Teachers' Association and Should Be	National Education Association	64	77	13	2.453
	State Teachers' Association	95	99	4	1.143
	American Federation of Teachers	2	2	0	---
	Congress of Industrial Organizations	0	0	0	---
Is Now Affiliated with State Teachers' Association But Should Not Be	National Education Association	1	0	1	---
	State Teachers' Association	1	1	0	---
	American Federation of Teachers	2	7	5	2.0
	Congress of Industrial Organizations	2	7	5	2.0

Table 60. (concluded)

Present Status of Local Association	Organization	Presidents, Percentage Agreeing	Superintendents, Percentage Agreeing	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)	(6)
Is Not Now Affiliated But Should Be	National Education Association	25	21	4	---
	State Teachers' Association	4	3	1	---
	American Federation of Teachers	10	1	9	3.462
	Congress of Industrial Organizations	6	1	5	2.381
Is Not Now Affiliated And Should Not Be	National Education Association	3	6	3	---
	State Teachers' Association	1	1	0	---
	American Federation of Teachers	44	58	14	2.373
	Congress of Industrial Organizations	51	60	9	1.525

that their association was not affiliated with the American Federation of Teachers, but should be so affiliated. Only 1 per cent of the superintendents agreed. The critical

Table 60. (concluded)

Present Status of Local Association	Organization	Presidents, Percentage Age Average	Superintendents, Percentage Age Average	Difference in Percentage Years	Critical Ratio
(1)	(2)	(3)	(4)	(5)	(6)
Is Not Affiliated But Should Be	National Education Association	28	27	4	---
	State Teachers' Association	4	3	1	---
	American Federation of Teachers	10	1	9	3.482
	Congress of Industrial Organizations	6	1	5	2.391
Is Not Affiliated And Should Not Be	National Education Association	3	6	3	---
	State Teachers' Association	1	1	0	---
	American Federation of Teachers	44	30	14	2.373
	Congress of Industrial Organizations	21	30	9	1.929

that their association was not affiliated with the American Federation of Teachers, but should be so affiliated. Only 1 per cent of the superintendents agreed. The critical

ratio of 3.462 indicates that this is a real difference, not attributable to chance. The presidents of approximately 10 per cent of local teachers' clubs indicated that their association should affiliate with the American Federation of Teachers, and in this they disagreed with superintendents of schools.

Respondents were also asked to indicate organizations with which their association was or was not affiliated but about which the respondent felt uncertain. Twenty per cent of the presidents of associations not affiliated with the American Federation of Teachers checked this item, while 6 per cent of the superintendents agreed. The obtained critical ratio of 3.784 again indicates a real difference of opinion. Also to be noted is that an additional 20 per cent of heads of local teachers' clubs, while uncertain about American Federation of Teacher affiliation, were not opposed to the union.

Eighteen per cent of the presidents of associations not affiliated with the Congress of Industrial Organizations checked that they were uncertain concerning association with this group. Only 2 per cent of the superintendents agreed. The critical ratio obtained here was 5.0, again indicating a sharp difference of opinion between the presidents and the superintendents.

Many other items on Table 60 indicate differences not

attributable to chance at the .05 level. For example, the presidents, although strongly in support of the National Education Association, were well below the superintendents in this respect. The presidents of associations not affiliated with the American Federation of Teachers, although 44 per cent opposed to affiliation with this group, did not match the 58 per cent opposition expressed by superintendents.

Not given on this table is the reaction to affiliation with county teachers' groups. Only 1 per cent of both presidents and superintendents indicated that, if their association were so affiliated, it should not be.

The number of free comments on this item were worthy of note. Of the 42 classifiable comments offered by superintendents, 9 were statements of faith in the National Education and/or the state teachers' associations. An additional 10 held that local teachers should affiliate only with strictly professional, non-political associations. Twenty-one definitely anti-union statements were given. One superintendent questioned the value of affiliation with county associations. One superintendent stated that the American Federation of Teachers had worked well for the teachers in his community.

Of the 42 classifiable comments offered by the presidents, 22 were affirmations of National Education

Association and/or state teachers' association policy. Six presidents expressed willingness to accept the American Federation of Teachers, while 11 made anti-union statements. Two supported affiliation with professional organizations but named no groups. One questioned the value of all affiliations, holding that the local teachers' association should remain completely independent. Four expressed sentiments against the National Education Association or the state teachers' association. Two doubted the value of affiliation with county associations.

Other comments offered by both groups were repetitive of information given on the check list.

A Comparison of the Opinions of Presidents of Local Teachers' Associations with the Opinions of Superintendents of Schools on Questions Relating to the Activities of Local Teachers' Associations

The freedom of teachers' groups to take public, official positions on legislation relating to education, local, state, or national.-- The results given in Table 61 indicate that both presidents of local associations and superintendents of schools agreed that local teachers' groups should be free to take official positions on educational legislation. Both groups were almost unanimous in their affirmation of this freedom at all levels, local, state, and national. A slight drop was apparent in the opinion of superintendents concerning legislation at the

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Table 61. Comparison of the Agreement Between Presidents and Superintendents that Local Teachers' Associations Should Be Free to Take Public, Official, Positions on Legislation Relating to Education

Political Level	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents	Superintendents		
(1)	(2)	(3)	(4)	(5)
Local	98	94	4	1.60
State	98	98	0	--
National	97	98	1	--

local level. However, 94 per cent of the participating superintendents upheld the argument that teachers' groups should have this freedom locally.

Controversial questions.-- Eighty per cent of the superintendents and 85 per cent of the presidents agreed that local teachers' associations should feel free to make public, official statements on controversial questions in which teachers might be expected to take an interest. A critical ratio of 1.087 was obtained on this item. This indicates strongly that the difference between the two percentages may be due to chance. Apparently, presidents and superintendents felt very much alike on this question.

Endorsement of candidates for public office.-- A practice of a small number of teachers' associations during recent years has been the endorsing of certain candidates for public office. Often teachers' groups have concentrated

Table 61. Comparison of the Agreement Between Presidents and Superintendents that Local Teachers' Associations Should Be Free to Take Public, Official, Positions on Legislation Relating to Education

Political Level	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents	Superintendents		
(1)	(2)	(3)	(4)	(5)
Local	88	84	4	1.60
State	98	98	0	--
National	87	92	1	--

local level. However, 84 per cent of the participating superintendents uphold the argument that teachers' groups should have this freedom locally.

Controversial questions.-- Eighty per cent of the superintendents and 88 per cent of the presidents agreed that local teachers' associations should feel free to make public, official statements on controversial questions in which teachers might be expected to take an interest. A critical ratio of 1.007 was obtained on this item. This indicates strongly that the difference between the two percentages may be due to chance. Apparently, presidents and superintendents felt very much alike on this question.

Endorsement of candidates for public office.-- A practice of a small number of teachers' associations during recent years has been the endorsing of certain candidates for public office. Often teachers' groups have concentrated

on candidates for school positions, such as school committee membership, and occasionally all candidates have been queried concerning their educational beliefs.[1/]

Despite this activity 56 per cent of the superintendents and 49 per cent of the presidents participating in this study agreed that local teachers' associations should never officially endorse a candidate or candidates for public office.

The difference between the percentages is not large enough to allow high confidence as to its stability, as indicated by the critical ratio of 1.186. However, interpretation of these percentages is dependent on the interpreter's point of view. Is it heartening or disheartening that as many as or as few as 49 per cent of presidents believe teachers' clubs should never endorse political candidates? In terms of the traditional, conservative, negative attitude toward teachers engaging in direct politics, this investigator believes the figures are an indication of awakening, since at the time of this study a majority of presidents of local teachers' associations had come to believe that teachers' associations may, at times, engage in

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1/ During 1947-1948 the Boston Teachers Alliance endorsed an entire slate for school committee in the City of Boston, Massachusetts. All were elected. Also, see the description of the Buffalo-New York Teachers Federation in Chapter Five of this thesis under the paragraph lead, "Citizenship."

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political action. This investigator further believes that the number will continue to grow as more teachers and administrators acquire a broader conception of the function of teachers' clubs within the community. This broader function includes citizenship, and citizenship includes assuming the responsibilities of citizens, one of which is seeing that qualified, intelligent men and women serve the political needs of the community, state, and nation.

Those respondents who believed that local teachers' groups may feel free to endorse political candidates were asked to name specific examples when such endorsement could take place. Twenty-five per cent of the superintendents and 42 per cent of the presidents commented. Of the 32 superintendents commenting, 9 repeated information previously given. The remaining 23 gave the following situations in which a local teachers' association might feel free to endorse political candidates. The number of superintendents who suggested each situation is given in parentheses.

1. On any occasion do exactly as is done by other groups of American citizens. (4)
2. A candidate may be endorsed or publicly rejected because of his stand on educational matters, as determined by the association. (7)
3. In cases of general corruption or inefficiency, the local teachers' association should be free to join or lead other civic groups. (5)
4. The local teachers' association should endorse certain candidates for school committee. (3)

5. Each of the following was suggested by one superintendent as a reason for endorsing candidates: To fight communism, To do what is best for children, To support a member of the teachers' association for public office, To engage in politics if the matter is strictly educational.

Of the 68 comments by presidents, 7 were merely repetitions of the question. The remaining 61 were divided as follows. The number of presidents mentioning each item is given in parentheses.

1. The candidate's stand on educational matters, as determined by the association, may be sufficient to cause the association to endorse or reject him publicly. (32)

2. On any occasion, the teachers' association should do exactly as is done by other groups of American citizens. Teachers' associations should be free to support the best candidate. (12)

3. To fight corruption or inefficiency. (4)

4. To fight communism. (3)

5. To elect a fellow member of the association to public office. (2)

6. To elect political candidates for strictly educational offices, such as school committees. (8)

Position of the superintendent in a request for salary increase.-- In case of a request for a general salary increase by the local teachers' association, the position of the superintendent of schools may be extremely delicate. On the one hand, he has definite responsibilities to the community employing him, which in many cases may appear to make his position that of representative of the school board to the

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1. The candidate's stand on educational matters, as determined by the association, may be sufficient to cause the association to endorse or reject him publicly. (32)

2. On any occasion, the teachers' association should do exactly as is done by other groups of American citizens. Teachers' associations should be free to support the best candidate. (19)

3. To fight corruption or inefficiency. (4)

4. To fight communism. (3)

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Position of the superintendent in a request for salary increase.-- In case of a request for a general salary increase by the local teachers' association, the position of the superintendent of schools may be extremely delicate. On the one hand, he has definite responsibilities to the community employing him, which in many cases may appear to make his position that of representative of the school board to the

teachers. On the other, he may consider himself a part of the total educational pattern and , hence, a representative of the teachers to the community through the school board.

Of 126 superintendents replying to this item on the inquiry form, 60 indicated that in this situation the superintendent of schools occupies both positions while 36 checked that he occupies neither position. The attitude of a respondent checking both positions and that of a respondent checking neither was revealed in free comments to be exactly the same.

A typical comment from the form of a superintendent checking both was the following:

> I should say that he does both. Surely he should encourage a Board to help teachers maintain a decent standard of living. However, he should help teachers to understand the problems a Board faces. As agent of the Board he cannot represent teachers; neither can he consider himself a member of the Board. He should be a mediator, working always to promote good relations between the Board and teachers.

A typical comment from the form of a superintendent checking neither was the following:

> It would depend entirely upon the justification of such a request. The superintendent should be the advisor of the Board of Education and in all reasonable requests the friend of the teachers. (The questions or statements are too limited in scope to be answered yes or no.)

Thus, 96, or 76 per cent of the superintendents considered themselves in the unfortunate middle. One superintendent expressed himself cryptically as >X< ,

teachers. On the other, he may consider himself a part of the total educational pattern and, hence, a representative of the teachers to the community through the school board.

Of 126 superintendents replying to this item on the inquiry form, 80 indicated that in this situation the superintendent of schools occupies both positions while 36 checked that he occupies neither position. The attitude of a respondent checking both positions and that of a respondent checking neither was revealed in free comments to be exactly the same.

A typical comment from the form of a superintendent checking both was the following:

> I should say that he does both. Surely he should encourage a Board to help teachers maintain a decent standard of living. However, he should help teachers to understand the problems a Board faces. As agent of the Board he cannot represent teachers; neither can he consider himself a member of the Board. He should be a mediator, working always to promote good relations between the Board and teachers.

A typical comment from the form of a superintendent checking neither was the following:

> It would depend entirely upon the justification of such a request. The superintendent should be the adviser of the Board of Education and in all reasonable requests the friend of the teachers. (The questions or statements are too limited in scope to be answered yes or no.)

Thus, 82, or 76 per cent of the superintendents considered themselves in the unfortunate middle. One superintendent expressed himself cryptically as >X<.

indicating that no further explanation was necessary. Thirty-three of 35 superintendents who offered free comments to this item gave explanations similar in theme to those quoted. Only a small minority of the superintendents took a definite position, 11 per cent agreeing that he would be a representative of the teachers to the school board and 13 per cent stating he would be a representative of the school board to the teachers.

A total of 47 per cent of the presidents considered the superintendent a mediator or liaison. Thirty-six per cent stated he would be a representative of the teachers to the school board, while 17 per cent stated that he would be a representative of the school board to the teachers. The 35 free comments given by presidents were similar to those given by superintendents.

Comparison between the opinions of superintendents and presidents on these items is highly significant, both socially and statistically. The difference between the 76 per cent of superintendents and the 47 per cent of presidents who considered the superintendent a liaison officer or mediator gave a critical ratio of 5.370. The difference between the 11 per cent of superintendents and the 36 per cent of presidents who considered the superintendent a representative of the teachers to the school board resulted in a critical ratio of 5.319.

These figures indicate a real difference hardly attributable to chance alone. They also indicate that a good many superintendents of schools and presidents of local teachers' clubs differed sharply in their opinion on the position of the superintendents of schools in case of a request for general salary increase by the local teachers' association. The chances are that much ill will could be avoided if presidents of teachers' associations ascertained the opinion of their superintendents in this matter before assuming he would act as representative of the teachers. Very probably he would prefer to maintain as much neutrality as possible in most such situations.

It is also incorrect to assume that superintendents would automatically consider themselves a representative of the board to the teachers. Only 13 per cent indicated this attitude. Since only 17 per cent of the presidents checked this item, the difference is slight. A critical ratio of .952 was obtained on this item.

Justifiable activities.-- Confronted with the necessity for using group action in order to obtain better salaries and working conditions, what can local teachers' associations do? Despite the widespread publicity given to an occasional teachers' strike, such drastic steps are comparatively rare. It is unlikely that any other group of workers in the United States has worked so long for so

little with so little vehement complaint.

What to do in any specific situation depends, of course, upon the situation and upon the conception of morality held by the teachers in that situation. This investigator accepts the pragmatic view that in any given situation, that action is justified which works. This does not mean that "Anything goes." Whatever in the long run works to the best advantage of the teachers, pupils, and community may safely be undertaken by any local teachers' association. Thus, some strikes have been and will be necessary. Such varied activities as advertising, picketing, or resigning in a body have gone on and will continue.

The purpose of this thesis, however, was not to determine what can be done. It was, rather, to discover the current opinions of superintendents of schools and heads of local teachers' associations on some of the possible courses of action.

Table 62 shows the percentage of each group agreeing that the suggested action may be justifiable.

No critical ratios were obtained since the differences between the percentages indicated by inspection that all differences were insignificant. The important point here is that presidents and superintendents felt about the same on each action. Practically all of both groups agreed that it is justifiable to establish committees to draw up in

Table 62. Comparison of the Agreement Between Presidents and Superintendents Concerning Justifiable Activities by Local Teachers' Associations in order to Obtain Better Salaries and Working Conditions for Teachers

Action	Percentage in Agreement		Difference in Percentage
	Presidents	Superintendents	
(1)	(2)	(3)	(4)
Establish salary committees	99	96	3
Issue official news items	85	80	5
Strike as a last resort	15	13	2
Resign as a group	15	12	3
Picket	6	3	3
Purchase advertising	47	46	1

written form the opinions of the group. Supported less but still considered justifiable by 80 per cent or better of both groups was the practice of issuing official news items through community newspapers or through association publications. Slightly less than half of both groups agreed that advertising space may be purchased justifiably in local newspapers. A big drop was noted in the justification of strikes or group resignation, although 15 per cent of the presidents and 13 per cent of the superintendents believed the strike justifiable as a last resort.

Table 82. Comparison of the Agreement Between Presidents and Superintendents Concerning Justifiable Activities by Local Teachers' Associations in Order to Obtain Better Salaries and Working Conditions for Teachers

Action	Percentage in Agreement		Difference in Percentage
	Presidents	Superintendents	
(1)	(2)	(3)	(4)
Establish salary committees	99	96	3
Issue official news items	88	80	8
Strike as a last resort	15	13	2
Resign as a group	15	12	3
Picket	6	3	3
Purchase advertising	47	46	1

written form the opinions of the group. Supported less but still considered justifiable by 80 per cent or better of both groups was the practice of issuing official news items through community newspapers or through association publications. Slightly less than half of both groups agreed that advertising space may be purchased justifiably in local newspapers. A big drop was noted in the justification of strikes or group resignation, although 13 per cent of the presidents and 13 per cent of the superintendents believed the strike justifiable as a last resort.

A total of 29 per cent of the superintendents and 41 per cent of the presidents offered additional suggestions.

Thirty-six superintendents made suggestions, three of whom repeated the check-list items. The others are classified as follows. The number of superintendents who made each suggestion is indicated in the parentheses.

1. Contact superintendent or school board. Present requests in written form. Make such requests the result of study or research in local conditions. (18)
2. Cooperate with and work through other community organizations. (6)
3. Perform better public relations activities. Supply speakers. Educate the community. (5)
4. Do better teaching. (1)
5. Use all methods used by other labor organizations. (1)
6. Work on the state rather than the local level. (1)
7. Do nothing. Individual teachers resign if not satisfied. (1)

A total of 67 presidents made suggestions which are classified as follows. The number of presidents making each suggestion is indicated in the parentheses.

1. Contact superintendent or school board. Present requests in written form. Make such requests the result of study or research in local conditions. (29)
2. Cooperate with and work through other community organizations. (17)
3. Perform better public relations activities. Supply speakers. Educate the community. (6)
4. Don't renew contracts for the following year until adjustments are made. (6)

A total of 29 per cent of the superintendents and 41 per cent of the presidents offered additional suggestions.

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2. Cooperate with and work through other community organizations. (17)

3. Perform better public relations activities. Supply speakers. Educate the community. (8)

4. Don't renew contracts for the following year until adjustments are made. (8)

5. Personal contact in community by individual members. Door to door canvass. (5)

6. Hold public or mass meetings. (4)

7. Do better teaching. (3)

8. One president suggested each of the following: Form a local of some national union, Work on state legislation, Advertise via radio, Lobby, Boycott.

Emphasis on economic welfare.-- Whether or not continued and persistent emphasis on their own economic welfare will eventually bring teachers' groups into disrepute with the public is a debatable question. Public opinion, which during recent years has been favorable to better economic conditions for teachers, can change, particularly as taxpayers themselves face shrinking incomes and profits.

A majority of both superintendents and presidents agreed that this will occur if teachers' groups continue to emphasize their own economic welfare. The superintendents were in greater agreement, 71 per cent evidencing this attitude compared with 57 per cent of the presidents. The critical ratio of 2.50 indicates a real difference, although not to be relied upon at the .01 level of confidence. The chances are, however, better than 50 to 1 that the difference obtained was not due to chance.

Although a majority of both groups perceived a danger in the over-emphasis by teachers' associations on their personal economic welfare, the superintendents were somewhat

more definite in their agreement.

Social activities.-- Frequently aggressive teachers' associations, particularly union locals, appear to emphasize the economic and political aspects of their program to the exclusion of social activities. The purpose of this thesis was to discover if, in the opinion of presidents and superintendents, such activities as picnics, suppers, and parties are of any value in the programsof most present-day local teachers' associations. A large majority of both presidents and superintendents indicated that such activities are of value. Only 12 per cent of the superintendents and 17 per cent of the presidents agreed that such activities are of little value. The difference between these percentages gave a critical ratio of 1.19, showing that the difference should not be relied upon as resulting from anything but chance.

Indifference or apathy.-- Much of the literature in this field suggested that the major reason for lack of effectiveness among traditional local teachers' associations is the indifference or apathy of many teachers to professional organization. In the opinion of 91 per cent of the presidents of local associations cooperating in this study, this is a true statement. Eighty-three per cent of the superintendents agreed. This support by both superintendents and heads of associations of the stand taken in the literature that the indifference of teachers has

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resulted in their weak organization is a strong argument that teachers are generally too apathetic to professional organization.

Respondents agreeing with this stand were asked to state specifically how such indifference may be overcome. Forty-four per cent of the superintendents and 71 per cent of the presidents offered comments. This, incidentally, was a significantly greater response by the presidents, a critical ratio of 4.737 having been obtained.

Fifty-five superintendents offered many comments, classified as follows. The number of superintendents mentioning each item is given in the parentheses.

1. The answer is unknown. (One stated, "I don't know; I have been trying for 29 years.") (8)
2. Select better leaders. (10)
3. Doubtful if local teachers' associations will ever be better until better teachers are trained. (10)
4. Emphasize one particular aspect of a program, such as salaries or social events. Don't try to do everything. (8)
5. Professionalize the local teachers' association and teaching. Improve teaching. (7)
6. Obtain greater participation. (6)
   Note: This repeats the problem, namely, how to get greater participation.
7. Concentrate on public relations activities. (4)
8. Educate teachers to the values of professional organization. (4)

9. Include the study of teachers' organizations in the teachers' college curriculum. (3)

10. Support state programs. (2)

11. A minority must take the lead. (2)

A total of 115 presidents offered comments, classified as follows. The number of presidents mentioning each item is given in the parentheses.

1. Educate teachers to the benefits of professional organization. (27)

2. Induce greater participation by planning activities suitable for the membership, getting out publications, cooperating with other community organizations, planning in-service courses, a broad program. (24)

3. The answer is unknown. (23) Comments of the presidents here were quite interesting. The following were selected from the inquiry forms.
   a. If I knew I would do something about it in my own organization.
   b. Figure it out and you will be well on the way to making the teaching profession more of a profession.
   c. Dynamite under the teachers.
   d. I have neither seen nor read of any way of overcoming this indifference. Sometimes it is little short of torture to preside at a meeting where little or no interest is shown in anything that is brought up for discussion.
   e. I'll appreciate knowing!
   f. That's what I'd like to know.
   g. If I knew I would certainly try it.
   h. You tell us!
   i. I feel so strongly on this item that I am adding a note. . . . Apathy and mental laziness are putting it mildly. . . .
   j. Sir, that is the $64 question.
   k. If anybody makes a useful suggestion, please let me know.

4. Emphasize particular aspects of the program. (8)

5. Doubtful if local teachers' associations will ever be better until better teachers are trained. (8)

9. Include the study of teachers' organizations in the teachers' college curriculum. (3)

10. Support state programs. (3)

11. A minority must take the lead. (2)

A total of 118 presidents offered comments, classified as follows. The number of presidents mentioning each item is given in the parentheses.

1. Educate teachers to the benefits of professional organization. (27)

2. Induce greater participation by planning activities suitable for the membership, getting out publications, cooperating with other community organizations, planning in-service courses, a broad program. (24)

3. The answer is unknown. (23) Comments of the presidents here were quite interesting. The following were selected from the inquiry forms.

a. If I knew I would do something about it in my own organization.

b. Figure it out and you will be well on the way to making the teaching profession more of a profession.

c. Dynamite under the teachers.

d. I have neither seen nor read of my way of overcoming this indifference. Sometimes it is little short of torture to preside at a meeting where little or no interest is shown in anything that is brought up for discussion.

e. I'll appreciate knowing!

f. That's what I'd like to know.

g. If I knew I would certainly try it.

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k. If anybody makes a useful suggestion, please let me know.

4. Emphasize particular aspects of the program. (8)

5. Doubtful if local teachers' associations will ever be better until better teachers are trained. (8)

6. Select better leaders. (4)

7. Improve teaching. Professionalize the local teachers' association. (3)

8. Keep the membership informed. (4)

9. Concentrate on the young teachers. (3)

10. Plan better meetings. (3)

11. Include the study of teachers' organizations in the teachers' college curriculum. (2)

12. More freedom from school administrators. (2)

13. Work through state and national organizations. (2)

14. One president suggested each of the following: Better public relations, Fewer teachers' associations, Compulsory membership, Form a union local, Affiliate with the National Education Association.

Welfare of school children.-- A platitude commonly heard is that all activities of local teachers' associations should be undertaken with the welfare of school children in mind. Recently the argument has been advanced, particularly by the American Federation of Teachers, that any activity which benefits teachers will indirectly benefit pupils. A purpose of this thesis was to discover to what extent presidents of local teachers' associations and superintendents of schools agreed with the above statements.

More superintendents than presidents accepted the statement that all activities should be undertaken with the welfare of school children in mind. Eighty per cent of the superintendents agreed while 67 per cent of the presidents agreed. An obtained critical ratio of 2.50 indicates that

6. Select better leaders. (4)

7. Improve teaching. Professionalize the local teachers' association. (3)

8. Keep the membership informed. (4)

9. Concentrate on the young teachers. (3)

10. Plan better meetings. (3)

11. Include the study of teachers' organizations in the teachers' college curriculum. (2)

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More superintendents than presidents accepted the statement that all activities should be undertaken with the welfare of school children in mind. Eighty per cent of the superintendents agreed while 67 per cent of the presidents agreed. An obtained critical ratio of 2.80 indicates that

the chances are 50 to 1 or better that this is a real difference. Although a majority of both groups supported this position, apparently, the presidents were more doubtful than were the superintendents.

Seventy-six per cent of the superintendents agreed that any activity which benefits teachers also benefits pupils indirectly, while 84 per cent of the presidents agreed.

A Comparison of the Opinions of Presidents of Local Teachers' Associations with the Opinions of Superintendents of Schools on Questions Relating to the Aims of Local Teachers' Associations

Ten aims, which appeared throughout the literature and were accepted by this investigator as major responsibilities of every local teachers' association, were selected for rating. Respondents were asked to consider each of these aims as, first, a major responsibility of every local teachers' association, second, an aim whose responsibility would be dependent upon the local situation, or third, an aim for which most local associations need not feel responsible.

Logically, the activities undertaken by local teachers' associations are dependent upon the ideas of what should be done, as accepted by the persons in control and the membership. The reactions of presidents of local associations and superintendents of schools to these items gave a clue to the agreements and disagreements between these groups on

Table 63. Comparison of the Opinions of Presidents and Superintendents that Certain Proposed Objectives Are Major Responsibilities of Every Local Teachers' Association a/

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents	Superintendents		
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	61	59	2	---
Furnishing the membership with educational news items of interest	68	83	15	3.488
Providing an interesting social and/or entertainment program for members	52	55	3	---
Obtaining recruits for the teaching profession	41	50	9	1.667
Obtaining better salaries and working conditions for teachers	88	60	28	5.833
Defending the public schools of the United States from attack by selfish or mistaken persons	72	78	6	1.304
Seeing to it that better teaching is done in the community	58	75	17	3.469

a/The comparison here was made between 274 presidents of local associations who completed the item on the first inquiry form and 126 superintendents of schools who completed the item on the second inquiry form. This is also true of Tables 64 and 65.

Table 65. Comparison of the Opinions of Presidents and Superintendents that Certain Proposed Objectives Are Major Responsibilities of Every Local Teachers' Association 1/

Proposed Objective	Percentage in Agreement		Differ-ence in Percen-tage	Criti-cal Ratio
	Presi-dents	Superin-tendents		
(1)	(2)	(3)	(4)	(5)
Interpreting the prob-lems of teaching to the public	61	89	8	---
Furnishing the member-ship with educational news items of interest	88	83	15	3.488
Providing an interest-ing social and/or entertainment program for members	82	85	3	---
Obtaining requisite for the teaching profes-sion	41	80	9	1.897
Obtaining better sala-ries and working con-ditions for teachers	88	80	28	8.833
Defending the public schools of the United States from attack by selfish or mistaken persons	72	78	6	1.304
Seeing to it that bet-ter teaching is done in the community	88	78	17	3.488

1/ The comparison here was made between 274 presidents of local associations who completed the item on the first inquiry form and 128 superintendents of schools who completed the item on the second inquiry form. This is also true of Tables 64 and 66.

Table 63. (concluded)

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents	Superintendents		
(1)	(2)	(3)	(4)	(5)
Seeing to it that the schools in the community are managed intelligently and efficiently	35	39	4	---
Assisting in maintaining and improving professional standards and ethics	88	89	1	---
Bringing teachers of all grades, ranks, and subjects together for professional and social contacts	85	83	2	---

the basic functions of the local teachers' association.

Table 63.-- Table 63 shows the percentage of agreement to the effect that the proposed objectives are major responsibilities of every local association. Fifty per cent or more of the superintendents accepted each item with the exception of the objective, "Seeing to it that the schools in the community are managed intelligently and efficiently." However, 39 per cent did check this item. The same item was checked by only 35 per cent of the presidents who were also less than 50 per cent in favor of another objective, "Obtaining recruits for the teaching profession."

Table 83. (concluded)

Proposed Objective	Percentage in Agreement: Prevalence	Percentage in Agreement: Superintendents	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Seeing to it that the schools in the community are managed intelligently and efficiently	35	39	4	---
Assisting in maintaining and improving professional standards and ethics	88	89	1	---
Bringing teachers of all grades, ranks, and subjects together for professional and social contacts	88	83	5	---

the basic functions of the local teachers' association.

Table 83.-- Table 83 shows the percentage of agreement to the effect that the proposed objectives are major responsibilities of every local association. Fifty per cent or more of the superintendents accepted each item with the exception of the objective, "Seeing to it that the schools in the community are managed intelligently and efficiently." However, 39 per cent did check this item. The same item was checked by only 35 per cent of the presidents who were also less than 50 per cent in favor of another objective, "Obtaining rewards for the teaching profession."

The top five objectives as noted by the superintendents were as follows:

1. Assisting in maintaining and improving professional standards and ethics. (89 per cent)
2. Bringing together teachers of all grades, ranks, and subjects for professional and social contacts. (83 per cent)
3. Furnishing the membership with educational news items of interest. (83 per cent)
4. Defending the public schools of the United States from attack by selfish or mistaken persons. (78 per cent)
5. Seeing to it that better teaching is done in the community. (75 per cent)

The top five objectives as noted by the presidents were as follows:

1. Assisting in maintaining and improving professional standards and ethics. (88 per cent)
2. Obtaining better salaries and working conditions for teachers. (88 per cent)
3. Bringing together teachers of all grades, ranks, and subjects for professional and social contacts. (85 per cent)
4. Defending the public schools of the United States from attack by selfish or mistaken persons. (72 per cent)
5. Furnishing the membership with educational news items of interest. (68 per cent)

Three items were noted on which presidents and superintendents differed significantly.

First, the objective, "Obtaining better salaries and working conditions for teachers," which 88 per cent of the

The top five objectives as noted by the superintendents were as follows:

1. Assisting in maintaining and improving professional standards and ethics. (89 per cent)

2. Bringing together teachers of all grades, ranks, and subjects for professional and social contacts. (85 per cent)

3. Furnishing the membership with educational news items of interest. (85 per cent)

4. Defending the public schools of the United States from attack by selfish or mistaken persons. (78 per cent)

5. Doing to it that better teaching is done in the community. (75 per cent)

The top five objectives as noted by the presidents were as follows:

1. Assisting in maintaining and improving professional standards and ethics. (89 per cent)

2. Obtaining better salaries and working conditions for teachers. (88 per cent)

3. Bringing together teachers of all grades, ranks, and subjects for professional and social contacts. (85 per cent)

4. Defending the public schools of the United States from attack by selfish or mistaken persons. (78 per cent)

5. Furnishing the membership with educational news items of interest. (85 per cent)

These items were noted on which presidents and superintendents differed significantly.

First, the objective, "Obtaining better salaries and working conditions for teachers," which 88 per cent of the

presidents considered basic for every local teachers' association, was supported by 60 per cent of the superintendents. The critical ratio of 5.833 indicates that the two groups differed sharply with the presidents upholding this objective to a significantly greater degree.

Second, the objective, "Furnishing the membership with educational news items of interest," although supported by 68 per cent of the presidents, was upheld by 83 per cent of the superintendents. The critical ratio of 3.488 indicates that superintendents were more favorable to this objective and that the difference is hardly the result of chance.

Third, the objective, "Seeing to it that better teaching is done in the community," although supported by 58 per cent of the presidents, was supported by 75 per cent of the superintendents. Again the superintendents were apparently more favorable as indicated by the critical ratio of 3.469.

Table 64.-- The same three items on which presidents and superintendents differed sharply as shown by Table 63 were the items on which they differed most on Table 64. Table 64 shows the percentage of agreement between presidents and superintendents to the effect that the responsibility for the proposed objectives is dependent upon the local situation. Here, 33 per cent of the superintendents indicated that the responsibility for the objective,

presidents considered basic for every local teachers' appointment, was supported by 80 per cent of the superintendents. The critical ratio of 5.833 indicates that the two groups differed sharply with the presidents upholding this objective to a significantly greater degree.

Second, the objective, "Furthering the membership with educational news items of interest," although supported by 88 per cent of the presidents, was upheld by 83 per cent of the superintendents. The critical ratio of 3.438 indicates that superintendents were more favorable to this objective and that the difference is hardly the result of chance.

Third, the objective, "Seeing to it that better teaching is done in the community," although supported by 88 per cent of the presidents, was supported by 75 per cent of the superintendents. Again the superintendents were apparently more favorable as indicated by the critical ratio of 3.460.

Table 64.-- The same three items on which presidents and superintendents differed sharply as shown by Table 63 were the items on which they differed most on Table 64. Table 64 shows the percentage of agreement between presidents and superintendents to the effect that the responsibility for the proposed objectives is dependent upon the local situation. Here, 39 per cent of the superintendents indicated that the responsibility for the objective,

Table 64. Comparison of the Opinions of Presidents and Superintendents that the Responsibility for Certain Proposed Objectives for Local Teachers' Associations is Dependent upon the Local Situation.

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents	Superintendents		
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	30	30	0	---
Furnishing the membership with educational news items of interest	22	13	9	2.308
Providing an interesting social and/ or entertainment program for members	36	38	2	---
Obtaining recruits for the teaching profession	29	29	0	---
Obtaining better salaries and working conditions for teachers	12	33	21	4.468
Defending the public schools of the United States from attack by selfish or mistaken persons	17	12	5	1.351
Seeing to it that better teaching is done in the community	28	17	11	2.558
Seeing to it that the schools in the community are managed intelligently and efficiently	42	33	9	1.731

Table 64. Comparison of the Opinions of Presidents and Superintendents that the Responsibility for Certain Proposed Objectives for Local Teachers' Associations is Dependent upon the Local Situation.

Proposed Objective	Percentage in Agreement: President Sample	Percentage in Agreement: Superintendent Sample	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Interpreting the profession to the public	93	93	0	---
Furnishing the members with educational news items of interest	88	73	9	2.306
Providing an interesting social and/or entertainment program for members	36	38	2	---
Obtaining results for the teaching profession	29	29	0	---
Obtaining better salaries and working conditions for teachers	12	33	21	4.488
Defending the public schools of the United States from attack by selfish or mistaken persons	17	13	5	1.551
Seeing to it that better teaching is done in the community	28	17	11	2.386
Seeing to it that the schools in the community are managed intelligently and efficiently	42	33	9	1.731

Table 64. (concluded)

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents	Superintendents		
(1)	(2)	(3)	(4)	(5)
Assisting in maintaining and improving professional standards and ethics	9	7	2	---
Bringing teachers of all grades, ranks, and subjects together for professional and social contacts	13	10	3	---

"Obtaining better salaries and working conditions for teachers," depends on the local situation, while only 12 per dent of the presidents agreed. The critical ratio of 4.468 indicates that superintendents definitely tended to regard this issue as a local matter and not a basic and continuing policy for all local teachers' associations.

Although the differences are not shown to be so great, the presidents tended to regard the objectives, "Furnishing the membership with educational news items of interest," and "Seeing to it that better teaching is done in the community," as dependent upon the local situation. The superintendents apparently regarded these to be basic and continuing objectives.

Table 64. (concluded)

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents	Superintendents		
(1)	(2)	(3)	(4)	(5)
Assisting in maintaining and improving professional standards and ethics	9	7	2	---
Bringing teachers of all grades, ranks, and subjects together for professional and social contacts	13	10	3	---

"Obtaining better salaries and working conditions for teachers," depends on the local situation, while only 13 per cent of the presidents agreed. The critical ratio of 4.488 indicates that superintendents definitely tended to regard this issue as a local matter and not a basic and continuing policy for all local teachers' associations.

Although the differences are not shown to be so great, the presidents tended to regard the objectives, "Maintaining the membership with educational news items of interest," and "Seeing to it that better teaching is done in the community," as dependent upon the local situation. The superintendents apparently regarded these to be basic and continuing objectives.

Table 65. Comparison of the Opinions of Presidents and Superintendents that Certain Proposed Objectives Are Not Major Responsibilities of Most Local Teachers' Associations

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents	Superintendents		
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	5	6	1	---
Furnishing the membership with educational news items of interest	7	3	4	---
Providing an interesting social and/or entertainment program for members	8	4	4	1.739
Obtaining recruits for the teaching profession	24	17	7	1.667
Obtaining better salaries and working conditions for teachers	1	1	0	---
Defending the public schools of the United States from attack by selfish or mistaken persons	9	6	3	---
Seeing to it that better teaching is done in the community	11	7	4	1.333
Seeing to it that the schools in the community are managed intelligently and efficiently	19	24	5	1.111

Table 68. Comparison of the Opinions of Presidents and Superintendents that Certain Proposed Objectives Are Not Major Responsibilities of Most Local Teachers' Associations

Proposed Objective	Presidents in Agreement		Differences in Opinion Ratio
	Presidents	Superintendents	
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	8	8	1	----
Furnishing the members with educational news items of interest	7	3	4	----
Providing an interesting social and/or entertainment program for members	8	4	4	1.750
Obtaining results for the teaching profession	24	17	7	1.667
Obtaining better salaries and working conditions for teachers	1	1	0	----
Defending the public schools of the United States from attack by selfish or mistaken persons	8	5	3	----
Seeing to it that better teaching is done in the community	11	7	4	1.333
Seeing to it that the schools in the community are managed intelligently and efficiently	19	24	5	1.111

Table 65. (concluded)

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents	Superintendents		
(1)	(2)	(3)	(4)	(5)
Assisting in maintaining and improving professional standards and ethics	1	0	1	---
Bringing teachers of all grades, subjects, and ranks together for professional and social contacts	1	1	0	---

Table 65.-- Table 65 shows the percentage of agreement between superintendents and presidents to the effect that each of these objectives is not a major responsibility of most local associations. By inspection of this table it is noted that most of the items were checked by less than 10 per cent of both groups. Attention is called to the fact that 24 per cent of the presents felt that the objective, "Obtaining recruits for the teaching profession," is not a major responsibility of most local teachers' associations. Seventeen per cent of the superintendents agreed.

Superintendents reacted most strongly against the objective of local teachers' associations, "Seeing to it that the schools in the community are managed intelligently and efficiently," 24 per cent having checked it as an aim local

Table 65. (concluded)

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents	Superintendents		
(1)	(2)	(3)	(4)	(5)
Assisting in maintaining and improving professional standards and ethics	1	0	1	---
Bringing teachers of all grades, subjects, and ranks together for professional and social contacts	1	1	0	---

Table 65.-- Table 65 shows the percentage of agreement between superintendents and presidents to the effect that each of these objectives is not a major responsibility of most local associations. By inspection of this table it is noted that most of the items were checked by less than 10 per cent of both groups. Attention is called to the fact that 26 per cent of the presents felt that the objective, "Obtaining recruits for the teaching profession," is not a major responsibility of most local teachers' associations. Seventeen per cent of the superintendents agreed.

Superintendents reacted most strongly against the objective of local teachers' associations, "Seeing to it that the schools in the community are managed intelligently and efficiently," 24 per cent having checked it as an aim local

associations need not feel responsible for. Nineteen per dent of the presidents agreed.

Also of interest is the fact that 11 per cent of the presidents felt no responsibility on the part of local teachers' associations for the objective, "Seeing to it that better teaching is done in the community."

Basic functions.-- As was noted in Chapter Two, page 89, three items were selected from the Handbook and Manual of the Massachusetts Teachers Federation. These items represent statements of basic policy as set forth by one large state association. The purpose of including them was to discover the extent to which presidents and superintendents agreed with this state association's policy.

As shown in Table 66, a large majority of both groups agreed with each item. Less support was given the statement, "There ought to be one main local which all teachers may join, and this association should have the full support of all." Seventy-five per cent of the superintendents and 79 per cent of the presidents supported it.

The difference between presidents and superintendents should be noted relative to the statement, "The local teachers' association has the primary aim of serving teachers locally." Although 89 per cent of the presidents agreed, only 81 per cent of the superintendents agreed. The critical ratio of 2.051 indicates that the chances are

associations need not feel responsible for. Nineteen per-
dent of the presidents agreed.

Also of interest is the fact that 11 per cent of the presidents felt no responsibility on the part of local teachers' associations for the objective, "Seeing to it that better teaching is done in the community."

Basic Functions.-- As was noted in Chapter Two, page 89, three items were selected from the Handbook and Manual of the Massachusetts Teachers Federation. These items represent statements of basic policy as set forth by one large state association. The purpose of including them was to discover the extent to which presidents and superintendents agreed with this state association's policy.

As shown in Table 86, a large majority of both groups agreed with each item. Less support was given the statement, "There ought to be one main local which all teachers may join, and this association should have the full support of all." Seventy-five per cent of the superintendents and 78 per cent of the presidents supported it.

The difference between presidents and superintendents should be noted relative to the statement, "The local teachers' association has the primary aim of serving teachers locally." Although 83 per cent of the presidents agreed, only 81 per cent of the superintendents agreed. The critical ratio of 2.021 indicates that the chances are

Table 66. Comparison of the Agreement Between Superintendents and Presidents that Certain Proposed Statements Represent Basic Criteria for All Local Teachers' Associations a/

Statements	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents	Superintendents		
(1)	(2)	(3)	(4)	(5)
The local teachers' association has the primary aim of serving teachers locally.	89	81	8	2.051
There ought to be one main local which all teachers may join, and this association should have the full support of all.	79	75	4	.869
In selecting leaders, associations should prevail upon their ablest members to serve, and then support them with full cooperation.	94	95	1	.417

somewhat better than 95 in 100 that this is a real difference. More superintendents may have considered that the local teachers' association had a responsibility at the state, national, or world levels when checking this item.

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a/ The comparison here was made between 287 presidents of local associations who completed the item on the first inquiry form and 126 superintendents of schools who completed the item on the second inquiry form.

Table 65. Comparison of the Agreement Between Superintendents and Presidents that Certain Proposed Statements Represent Basic Criteria for All Local Teachers' Associations a/

Statements	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents	Superintendents		
(1)	(2)	(3)	(4)	(5)
The local teachers' association has the primary aim of serving teachers locally.	89	81	8	2.081
There ought to be one main local which all teachers may join, and this association should have the full support of all.	79	75	4	.899
In selecting leaders, associations should prefail upon their ablest members to serve, and then support them with full cooperation.	94	93	1	.417

somewhat better than 98 in 100 that this is a real difference. More superintendents may have considered that the local teachers' association had a responsibility at the state, national, or world levels when checking this item.

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a/ The comparison here was made between 287 presidents of local associations who completed the item on the first inquiry form and 129 superintendents of schools who completed the item on the second inquiry form.

This investigator agrees with the large majority of both groups, namely, that the primary aim of local teachers' associations is to serve teachers on the local level.

A Comparison of Certain Items as Completed By 25 Superintendents of Schools Within Whose Jurisdiction Are Teachers' Associations of More Than 119 Members With the items as Completed By 71 Superintendents of Schools Within Whose Jurisdiction Are Teachers' Associations of Less Than 56 Members 1/

Thirty questions on the second inquiry form were selected for this comparison because of their objectivity and apparent potential for showing differences. The results are shown on Tables 67 through 73. A detailed description of each item on these tables was not necessary. Note, however, that because of the small sample in the group of superintendents "A" (consisting of only 25 associations of over 119 members), a relatively high square of the standard error resulted. Consequently, a large difference in the obtained percentage was necessary in order to obtain a critical ratio much greater than 1.0.

Three items appearing on the following tables yielded critical ratios high enough to be considered to represent real differences between the groups compared.

1/ For brevity in Tables 67 through 73 the superintendents holding jurisdiction over associations of over 119 members are referred to as superintendents "A", and the superintendents holding jurisdiction over associations of less than 56 members are referred to as superintendents "B".

This investigator agrees with the large majority of both groups, namely, that the primary aim of local teachers' associations is to serve teachers on the local level.

A Comparison of Certain Items as Completed By 25 Superintendents of Schools Within Whose Jurisdiction Are Teachers' Associations of More Than 119 Members With the Items as Completed By 73 Superintendents of Schools Within Whose Jurisdiction Are Teachers' Associations of Less Than 86 Members 1/

Thirty questions on the second inquiry form were selected for this comparison because of their objectivity and apparent potential for showing difference. The results are shown on Tables 67 through 73. A detailed description of each item on these tables was not necessary. Note, however, that because of the small sample in the group of superintendents "A" (consisting of only 25 associations of over 119 members), a relatively high square of the standard error resulted. Consequently, a large difference in the obtained percentage was necessary in order to obtain a critical ratio much greater than 1.0.

Three items appearing on the following tables yielded critical ratios high enough to be considered to represent real differences between the groups compared.

1/ For brevity in Tables 67 through 73 the superintendents holding jurisdiction over associations of over 119 members are referred to as superintendents "A", and the superintendents holding jurisdiction over associations of less than 86 members are referred to as superintendents "B".

In Table 68, column (2), on page 280,note that the superintendents who held jurisdiction over large associations agreed 100 per cent that local teachers' associations should be free to take official and public stands on local legislation relating to education. Although 93 per cent of the superintendents "B" (whose jurisdiction is over the small associations) agreed, the difference of 7 per cent, so close to the extremity of the scale, gave a critical ratio of 2.333 as shown in column (5) and thereby indicating that the chances are 50 to 1 that the difference was real and not due to chance. Logically, a difference might be expected since in smaller communities a more personal relationship tends to enter into legislation under consideration. Thus, a small minority in smaller communities apparently preferred that the local teachers' associations be restricted in their public activity in reference to local legislation.

Another, and more definite, difference was noted in Table 72 on page 282. Here, in column (2) 96 per cent of the superintendents over large associations held that a major responsibility of every local teachers' association is furnishing the membership with educational news items of interest. Only 79 per cent of the superintendents with jurisdiction over the small associations agreed. The critical ratio of 2.742 given in column (5) indicates that many superintendents in smaller communities doubted that small

In Table 68, column (2), on page 280, note that the superintendents who held jurisdiction over large associations agreed 100 per cent that local teachers' associations should be free to take official and public stands on local legislation relating to education. Although 93 per cent of the superintendents "B" (whose jurisdiction is over the small associations) agreed, the difference of 7 per cent, so close to the extremity of the scale, gave a critical ratio of 2.383 as shown in column (5) and thereby indicating that the chances are 50 to 1 that the difference was real and not due to chance. Logically, a difference might be expected since in smaller communities a more personal relationship tends to enter into legislation under consideration. Thus, a small minority in smaller communities apparently preferred that the local teachers' associations be restricted in their public activity in reference to local legislation.

Another, and more definite, difference was noted in Table 72 on page 282. Here, in column (2) 98 per cent of the superintendents over large associations held that a major responsibility of every local teachers' association is furnishing the membership with educational news items of interest. Only 72 per cent of the superintendents with jurisdiction over the small associations agreed. The critical ratio of 5.742 given in column (5) indicates that many superintendents in smaller communities doubted that small

teachers' associations needed to consider this item a major objective. Formal dissemination of news items in the small community is not so necessary as in the large town or city.

A surprising and very significant finding was noted in Table 73 on page 284. In column (2) note that none of the superintendents who held jurisdiction over large associations at the time of this study felt that most teachers' associations are not responsible for seeing to it that schools are managed intelligently and efficiently. However, 27 per cent of the superintendents in the small communities affirmed that most local teachers' associations are not responsible for this aim. The critical ratio of 5.094 indicates that the difference was not due to chance. Superintendents over the large communities tended to feel that local teachers' associations have some responsibilities in this respect while many of the superintendents over the small communities denied it completely.

Although many of the differences in percentages in the following tables are high, the error caused by the small sample is high enough in most of the items to discount the differences as chance results.

teachers' associations needed to consider this item a major objective. Topical dissemination of news items in the small community is not so necessary as in the large town or city.

A surprising and very significant finding was noted in Table 78 on page 284. In column (2) note that none of the superintendents who held jurisdiction over large associations at the time of this study felt that most teachers' associations are not responsible for seeing to it that schools are managed intelligently and efficiently. However, 27 per cent of the superintendents in the small communities affirmed that most local teachers' associations are not responsible for this aim. The critical ratio of 3.094 indicates that the difference was not due to chance. Superintendents over the large communities tended to feel that local teachers' associations have some responsibilities in this respect while many of the superintendents over the small communities denied it completely.

Although many of the differences in percentages in the following tables are high, the error caused by the small sample is high enough in most of the items to discount the differences as chance results.

Table 67. Comparison of the Agreement Between Superintendents A and B Concerning Activities that Superintendents of Schools Should Not Undertake in the Business of Most Local Teachers' Associations

Activity (A Superintendent Should Not --)	Percentage in Agreement Superintendents A	Percentage in Agreement Superintendents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Have voting membership	44	48	4	.347
Attend business meetings	40	31	11	.982
Hold office	68	79	11	1.047
Participate in policy making	44	32	12	1.061

Table 68. Comparison of the Agreement Between Superintendents A and B Concerning the Fact that Local Teachers' Associations should be Free to Take Official and Public Stands on Certain Controversial Matters

Activity (Teachers' Groups Should Be Free To Take an Official, Public Stand On --)	Percentage in Agreement Superintendents A	Percentage in Agreement Superintendents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Local legislation relating to education	100	93	7	2.333
State legislation relating to education	100	99	1	---
National legislation relating to education	100	99	1	---
Controversial questions of interest to teachers	76	79	3	---

Table 67. Comparison of the Agreement Between Superintendents of Schools Who Would Not Undertake in the Business of Most Local Teachers' Associations

Activity (A Superintendent Should Not --)	Percentage in Agreement: Superintendents A	Superintendents B	Differences in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Have voting membership	44	48	4	.247
Attend business meetings	40	21	11	.982
Hold office	28	78	11	1.047
Participate in policy making	44	32	12	1.081

Table 68. Comparison of the Agreement Between Superintendents A and B Concerning the Fact that Local Teachers' Associations should be Free to Take Official and Public Stands on Certain Controversial Matters

Activity (Teachers' Groups Should Be Free To Take an Official Public Stand On --)	Percentage in Agreement: Superintendents A	Superintendents B	Differences in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Local legislation relating to education	100	93	7	2.323
State legislation relating to education	100	99	1	---
National legislation relating to education	100	99	1	---
Controversial questions of interest to teachers	78	73	5	---

Table 69. Comparison of the Agreement Between Superintendents A and B Concerning the Fact that Local Teachers' Associations Should Never Officially Endorse Candidates for Political Office

Activity	Percentage in Agreement — Superintendents A	Percentage in Agreement — Superintendents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Local teachers' associations should never endorse a candidate or candidates for public office.	68	52	16	1.455

Table 70. Comparison of the Agreement Between Superintendents A and B Concerning the Fact that Local Teachers' Associations Are Justified in Undertaking Certain Activities in Order to Obtain Better Salaries and Working Conditions for Members

Activity (Teachers' Groups Should --)	Percentage in Agreement — Superintendents A	Percentage in Agreement — Superintendents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Establish salary committees	96	97	1	---
Issue official news items	76	80	4	---
Strike as a last resort	24	15	9	.947
Resign as a group	8	11	3	---
Picket	0	4	4	1.739
Purchase advertising	48	39	9	.775

Table 69. Comparison of the Agreement Between Superintendents A and B Concerning the Fact that Local Teachers' Associations Should Never Officially Endorse Candidates for Political Offices

Activity	Percentage in Agreement		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Local teachers' associations should never endorse a candidate for or candidates for public office.	88	82	16	1.485

Table 70. Comparison of the Agreement Between Superintendents A and B Concerning the Fact that Local Teachers' Associations Are Justified in Undertaking Certain Activities in Order to Obtain Better Salaries and Working Conditions for Members

Activity (Teachers' Groups Should --)	Percentage in Agreement		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Establish salary committees	96	97	1	---
Issue official news items	76	80	4	---
Strike as a last resort	24	18	8	.947
Resign as a group	8	11	3	---
Picket	0	4	4	1.739
Purchase advertising	48	39	8	.776

Table 71. Comparison of the Agreement Between Superintendents A and B on Two Statements Affirmed in the Literature in This Field

Statement	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Superintendents A	Superintendents B		
(1)	(2)	(3)	(4)	(5)
Continued and persistent emphasis on their own economic welfare will eventually bring teachers' groups into disrepute with the public.	72	72	0	---
The major reason for lack of effectiveness among traditional local teachers' associations is the indifference or apathy of many teachers to professional organization.	80	87	7	.787

Table 72. Comparison of the Agreement Between Superintendents A and B Concerning the Fact that Certain Proposed Objectives Are Major Responsibilities of Every Local Teachers' Association

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Superintendents A	Superintendents B		
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	52	59	7	.603
Furnishing the membership with educational news items of interest	96	79	17	2.742

Table 71. Comparison of the Agreement Between Superintendents A and B on Two Statements Affirmed in the Literature in This Field

Statement	Percentage in Agreement: Superintendents A	B	Differences in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Continued and persistent emphasis on their own economic welfare will eventually bring teachers' groups into dispute with the public.	72	72	0	---
The major reason for lack of effectiveness among traditional local teachers' associations is the indifference or apathy of many teachers to professional organization.	80	87	7	.787

Table 72. Comparison of the Agreement Between Superintendents A and B Concerning the Fact that Certain Proposed Objectives Are Major Responsibilities of Every Local Teachers' Association

Proposed Objective	Percentage in Agreement: Superintendents A	B	Differences in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	82	89	7	.803
Furnishing the membership with educational news items of interest	96	79	17	2.742

Table 72. (concluded)

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Superintendents			
	A	B		
(1)	(2)	(3)	(4)	(5)
Providing an interesting social and/or entertainment program for members	60	52	8	.701
Obtaining recruits for the teaching profession	52	54	2	---
Obtaining better salaries and working conditions for teachers	64	59	5	.446
Defending the public schools of the United States from attack by selfish or mistaken persons	84	73	11	1.222
Seeing to it that better teaching is done in the community	72	76	4	---
Seeing to it that the schools in the community are managed intelligently and efficiently	28	38	10	.934
Assisting in maintaining and improving professional standards and ethics	92	85	7	1.029
Bringing teachers of all grades, ranks, and subjects together for professional and social contacts	84	77	7	.795

Table 72. (concluded)

Proposed Objective	Agreement: A	Agreement: B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Providing an interesting social and/or entertainment program for members	80	82	2	.701
Obtaining records for the teaching profession	82	84	2	---
Obtaining better salaries and working conditions for teachers	84	80	4	.446
Defending the public schools of the United States from attack by selfish or mistaken persons	84	73	11	1.822
Seeing to it that better teaching is done in the community	72	76	4	---
Seeing to it that the schools in the community are managed intelligently and efficiently	78	78	10	.934
Assisting in maintaining and improving professional standards and ethics	82	85	7	1.029
Bringing teachers of all grades, races, and subjects together for professional and social contacts	84	77	7	.796

Table 73. Comparison of the Agreement Between Superintendents A and B to the effect that Certain Proposed Objectives Are Not Major Responsibilities of Most Local Teachers' Associations

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Superintendents A	B		
(1)	(2)	(3)	(4)	(5)
Obtaining recruits for the teaching profession	12	18	6	.750
Seeing to it that better teaching is done in the community	8	7	1	---
Seeing to it that the schools in the community are managed intelligently and efficiently	0	27	27	5.094

A Comparison of Certain Items as Completed By 36 Heads of Local Teachers' Associations of More Than 119 Members With the Items as Completed By 93 Heads of Associations of Less Than 56 Members 1/

Seventeen items from the second inquiry form and 19 items from the first were selected for this comparison. Items were selected because of their objectivity and apparent potential to bring out differences, if any. Comparison of the seventeen items from the second inquiry form are shown

1/ For brevity in the following tables, the heads of associations of more than 119 members are referred to as presidents "A", and the heads of associations of less than 56 members are referred to as presidents "B".

Table 73. Comparison of the Agreement Between Superintendents A and B to the Effect that Certain Proposed Objectives Are Not Major Responsibilities of Most Local Teachers' Associations

Proposed Objective	Percentage in Agreement: Superintendents A	Superintendents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Obtaining records for the teaching profession	12	18	6	.750
Seeing to it that better teaching is done in the community	8	7	1	---
Seeing to it that the schools in the community are managed intelligently and efficiently	0	27	27	5.094

A Comparison of Certain Items as Completed By
38 Heads of Local Teachers' Associations of
More Than 119 Members With the Items as Completed
By 93 Heads of Associations of Less Than 58 Members 1/

Seventeen items from the second inquiry form and 19 items from the first were selected for this comparison. Items were selected because of their objectivity and apparent potential to bring out differences, if any. Comparison of the seventeen items from the second inquiry form are shown

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1/ For brevity in the following tables, the heads of associations of more than 119 members are referred to as presidents "A", and the heads of associations of less than 58 members are referred to as presidents "B".

in Tables 74 through 78 on pages 288 to 291.

A detailed description of these tables was not necessary. As was true of the previous group of tables, the small sample in the "A" group resulted in a large standard error. Consequently, a wide difference between the obtained percentages was necessary in order to show statistical proof that the difference was not the result of chance.

However, three items should be noted. All are in Table 77 on page 290 and deal with the activities which are justifiable in order to obtain better salaries and working conditions.

The first item to be considered is that concerning the use of the strike as a last resort. Thirty-three per cent of the presidents of the associations with more than 119 members agreed that the strike may be justified, while only 8 per cent of the presidents of the associations of less than 56 members agreed. The critical ratio of 2.809 indicates that the difference is too large to be attributed reasonably to chance alone. In other words, the fact that the two groups differed in their attitudes toward the strike may be accepted with a high degree of confidence.

The second item to be considered is that concerning the more tolerant attitude of the presidents of large associations toward picketing as a bargaining weapon. Although upheld by only 17 per cent of the large groups, it was

in Tables 74 through 78 on pages 288 to 291.

A detailed description of these Tables was not necessary. As was true of the previous group of tables, the small sample in the "A" group resulted in a large standard error. Consequently, a wide difference between the obtained percentages was necessary in order to show statistical proof that the difference was not the result of chance.

However, three items should be noted. All are in Table 77 on page 290 and deal with the activities which are justifiable in order to obtain better salaries and working conditions.

The first item to be considered is that concerning the use of the strike as a last resort. Thirty-three per cent of the presidents of the associations with more than 119 members agreed that the strike may be justified, while only 8 per cent of the presidents of the associations of less than 58 members Agreed. The critical ratio of 2.809 indicates that the difference is too large to be attributed reasonably to chance alone. In other words, the fact that the two groups differed in their attitudes toward the strike may be accepted with a high degree of confidence.

The second item to be considered is that concerning the more tolerant attitude of the presidents of large associations toward picketing as a bargaining weapon. Although upheld by only 17 per cent of the large groups, it was

upheld as justifiable by but 1 per cent of the presidents of small associations. A critical ratio of 2.50 was obtained, thereby indicating with high confidence that the difference may be accepted as real. That is, the chances are better than 50 to 1 that the two groups actually did differ in their attitude toward picketing. Of course, a large majority of both groups condemned picketing. However, the small associations were nearly unanimous, while the large had an approximate 17 per cent minority willing to justify the action.

The third item to be considered is the much more tolerant attitude of the presidents of the large associations toward the purchasing of advertising space in local newspapers. Although 69 per cent of the large groups justified this practice, only 37 per cent of the small associations upheld it as justifiable. The critical ratio of 3.478 shows that the two groups may be accepted with confidence as actually differing.

As may be noted in Table 77, the presidents of the larger associations were apparently more in favor of each of the proposed actions. However, the three actions discussed above were the only ones on which the possibility of chance error could be statistically rejected.

The four tables, 79 through 82, show the comparisons on items selected from the first inquiry form. All concern

the objectives suggested for local teachers' associations. The tables are inserted here rather than in Chapter three because most of these items were included on both forms, and since the items as completed by the superintendents were part of this chapter, it seemed desirable to keep the like data together.

The two objectives, "Providing an interesting social and/or entertainment program for members" and "Obtaining better salaries and working conditions for teachers," on Table 79 should be noted. Thirty-seven per cent of the presidents of the large associations agreed that providing an interesting social and/or entertainment program is a major responsibility of every local teachers' association. Fifty-three per cent of the presidents of the small associations checked this item. The critical ratio of 2.025 indicates that the difference is real at the .05 level. The objective, "Obtaining better salaries and working conditions for teachers," with a critical ratio of 2.083 indicates that the large associations considered better salaries and working conditions more of a basic responsibility than did the presidents of small groups. Actually, 82 per cent of the presidents of the small associations considered this a major responsibility, but 92 per cent of the presidents of the large groups agreed.

One hundred per cent of the presidents of large groups

agreed that in selecting leaders, associations should prevail upon their ablest members to serve and then support them with full cooperation. (See Table 82.) Ninety-two per cent of the presidents of small associations agreed. The critical ratio of 3.810 indicates a real difference. The difference might be attributed to the notation made by several presidents of small teachers' associations that in a small group all members must be prevailed upon to serve.

In Table 81 on page 293, it is interesting to note that in reply to the direct question, "Should teachers ever engage in direct political action?" the larger associations were more inclined to an affirmative answer.

Other items on Tables 74 through 82 show no significant differences between the groups compared.

Table 74. Comparison of the Agreement Between Presidents A and B Concerning Activities that Superintendents of Schools Should Not Undertake in the Business of Most Local Teachers' Associations

Activity (A Superintendent Should Not --)	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents A	Presidents B		
(1)	(2)	(3)	(4)	(5)
Have voting membership	42	49	7	.722
Attend business meetings	36	30	6	.645
Hold office	69	76	7	.787
Participate in policy making	44	46	2	---

Activity (A Superintendent Should Not --)	Percentage in Agreement: Presidents A	Presidents B	Differences in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Have voting membership	42	49	7	.782
Attend business meetings	38	30	8	.849
Hold office	69	76	7	.787
Participate in policy making	44	46	2	---

Table 75. Comparison of the Agreement Between Presidents A and B That Local Teachers' Associations Should Be Free to Take Official and Public Stands on Certain Controversial Matters

Activity (Teachers' Groups Should Be Free To Take an Official, Public Stand On --)	Percentage in Agreement: Presidents A	Percentage in Agreement: Presidents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Local legislation relating to education	100	97	3	---
State legislation relating to education	100	98	2	---
National legislation relating to education	100	96	4	2.0
Controversial questions of interest to teachers	86	83	3	---

Table 76. Comparison of the Agreement Between Presidents A and B That Local Teachers' Associations Should Never Officially Endorse Candidates for Public Office

Activity	Percentage in Agreement: Presidents A	Percentage in Agreement: Presidents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Local teachers' associations should never endorse a candidate or candidates for public office.	44	48	4	.408

Table 75. Comparison of the Agreement Between Presidents A and B That Local Teachers' Associations Should Be Free to Take Official and Public Stands on Certain Controversial Matters

Activity (Teachers' Groups Should Be Free To Take an Official Public Stand On --)	Percentage in Agreement		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Local legislation relating to education	100	97	3	---
State legislation relating to education	100	98	2	---
National legislation relating to education	100	96	4	2.0
Controversial questions of interest to teachers	88	83	5	---

Table 76. Comparison of the Agreement Between Presidents A and B That Local Teachers' Associations Should Never Officially Endorse Candidates for Public Office

Activity	Percentage in Agreement		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Local teachers' associations should never endorse a candidate or candidates for public office.	44	48	4	.408

Table 77. Comparison of the Agreement Between Presidents A and B That Local Teachers' Associations Are Justified in Undertaking Certain Activities in order to Obtain Better Salaries and Working Conditions for Teachers

Activity (Teachers' Groups Should--)	Percentage in Agreement Presidents A	Percentage in Agreement Presidents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Establish salary committees	100	99	1	.---
Issue official news items	89	81	8	1.212
Strike as a last resort	33	8	25	2.809
Resign as a group	22	12	10	1.299
Picket	17	1	16	2.50
Purchase advertising	69	37	32	3.478

Table 78. Comparison of the Agreement Between Presidents A and B on Two Statements Affirmed in the Literature in This Field

Statement	Percentage in Agreement Presidents A	Percentage in Agreement Presidents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Continued and persistent emphasis on their own economic welfare will eventually bring teachers' groups into disrepute with the public.	50	56	6	.619

Table 77. Comparison of the Agreement Between Presidents A and B That Local Teachers' Associations Are Justified in Undertaking Certain Activities in order to Obtain Better Salaries and Working Conditions for Teachers

Activity (Teachers' Groups Should--)	Percentage in Agreement		Differences in Percentages	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Establish salary committees	100	99	1	.---
Issue official news items	89	81	8	1.212
Strike as a last resort	33	8	25	2.803
Resign as a group	22	12	10	1.289
Picket	17	1	16	2.80
Purchase advertising	89	37	52	3.478

Table 78. Comparison of the Agreement Between Presidents A and B on Two Statements Affirmed in the Literature in This Field

Statement	Percentage in Agreement		Differences in Percentages	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
Continued and persistent emphasis on their own economic welfare will eventually bring teachers' groups into disrepute with the public.	60	58	2	.819

Table 78. (concluded)

Statement	Percentage in Agreement Presidents A	Percentage in Agreement Presidents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
The major reason for lack of effectiveness among traditional local teachers' associations is the indifference or apathy of many teachers to professional organization.	97	88	9	1.667

Table 79. Comparison of the Agreement Between Presidents A and B That Certain Proposed Objectives Are Major Responsibilities of Every Local Teachers' Association a/

Proposed Objective	Percentage in Agreement Presidents A	Percentage in Agreement Presidents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	69	60	9	1.184
Furnishing the membership with educational news items of interest	71	66	5	.676
Providing an interesting social and/or entertainment program for members	37	53	16	2.025

a/ Fifty-one presidents of associations with more than 119 members (presidents "A") completed this item, and 159 presidents of associations with less than 56 members (presidents "B") completed the item. The percentages in this table are based upon these totals, as are the percentages in Table 80.

Table 78. (concluded)

Statement	Percentage in Agreement: Presidents A	Percentage in Agreement: Presidents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
The major reason for lack of effectiveness among traditional local teachers' associations is the indifference or apathy of many teachers to professional organization.	87	98	9	1.667

Table 79. Comparison of the Agreement Between Presidents A and B That Certain Proposed Objectives Are Major Responsibilities of Every Local Teachers' Association a/

Proposed Objective	Percentage in Agreement: Presidents A	Percentage in Agreement: Presidents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	89	80	9	1.384
Furnishing the membership with educational news items of interest	71	66	5	.676
Providing an interesting social and/or entertainment program for members	37	85	18	2.025

a/ Fifty-one presidents of associations with more than 119 members (presidents "A") completed this item, and 159 presidents of associations with less than 88 members (presidents "B") completed the item. The percentages in this table are based upon these totals, as are the percentages in Table 80.

Table 79. (concluded)

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents A	Presidents B		
(1)	(2)	(3)	(4)	(5)
Obtaining recruits for the teaching profession	39	40	1	---
Obtaining better salaries and working conditions for teachers	92	82	10	2.083
Defending the public schools of the United States from attack by selfish or mistaken persons	65	74	9	1.184
Seeing to it that better teaching is done in the community	57	60	3	---
Seeing to it that the schools in the community are managed intelligently and efficiently	31	40	9	1.184
Assisting in maintaining and improving professional standards and ethics	86	87	1	---
Bringing teachers of all grades, ranks, and subjects together for professional and social contacts	80	84	4	---

Table 79. (concluded)

Proposed Objective	Percentage in Agreement: Presidents A	Presidents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Obtaining results for the teaching profession	39	40	1	---
Obtaining better salaries and working conditions for teachers	92	82	10	2.083
Defending the public schools of the United States from attack by selfish or mistaken persons	85	74	9	1.154
Seeing to it that better teaching is done in the community	87	80	3	---
Seeing to it that the schools in the community are managed intelligently and efficiently	31	40	9	1.154
Assisting in maintaining and improving professional standards and ethics	86	87	1	---
Bringing teachers of all grades, ranks, and subjects together for professional and social contacts	80	84	4	---

Table 80. Comparison of the Agreement Between Presidents A and B That Certain Proposed Objectives Are Not Major Responsibilities of Most Local Teachers' Associations

Proposed Objective	Percentage in Agreement: Presidents A	Percentage in Agreement: Presidents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	2	7	5	1.786
Obtaining recruits for the teaching profession	24	24	0	---
Obtaining better salaries and working conditions for teachers	2	1	1	---
Seeing to it that better teaching is done in the community	10	13	3	.600
Seeing to it that the schools in the community are managed intelligently and efficiently	25	16	9	1.324

Table 81. Comparison of the Agreement Between 52 Presidents of Associations of More Than 119 Members (presidents "A") and 169 Presidents of Associations of Less Than 56 Members (presidents "B") in Reply to the Direct Question, "Should Teachers Ever Engage in Direct Political Action?"

Statement	Percentage in Agreement: Presidents A	Percentage in Agreement: Presidents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Teachers should engage in direct political action.	52	33	19	2.436

Table 80. Comparison of the Agreement Between Presidents A and B That Certain Proposed Objectives Are Not Major Responsibilities of Most Local Teachers' Associations

Proposed Objective	Percentage in Agreement: Presidents A	Percentage in Agreement: Presidents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	2	7	5	1.786
Obtaining results for the teaching profession	24	24	0	---
Obtaining better salaries and working conditions for teachers	2	1	1	---
Seeing to it that better teaching is done in the community	10	13	3	.800
Seeing to it that the schools in the community are managed intelligently and efficiently	25	16	9	1.384

Table 81. Comparison of the Agreement Between 82 Presidents of Associations of More Than 119 Members (presidents "A") and 189 Presidents of Associations of Less Than 86 Members (presidents "B") in Reply to the Direct Question, "Should Teachers Ever Engage in Direct Political Action?"

Statement	Percentage in Agreement: Presidents A	Percentage in Agreement: Presidents B	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Teachers should engage in direct political action.	82	63	19	2.458

Table 82. Comparison of the Agreement Between 52 Presidents of Associations of More Than 119 Members (presidents "A") and 169 Presidents of Associations of Less Than 56 Members (presidents "B") That Certain Proposed Statements Represent Basic Criteria for All Local Teachers' Associations

Statements	Percentage in Agreement Presidents		Difference in Percentage	Critical Ratio
	A	B		
(1)	(2)	(3)	(4)	(5)
The local teachers' association has the primary aim of serving teachers locally.	90	90	0	---
There ought to be one main local which all teachers may join, and this association should have the full support of all.	77	80	3	---
In selecting leaders, associations should prevail upon their ablest members to serve, and then support them with full cooperation.	100	92	8	3.810

Table 86. Comparison of the Agreement Between 62 Presidents of Associations of More Than 119 Members (presidents "A") and 109 Presidents of Associations of Less Than 26 Members (presidents "B") That Certain Proposed Statements Represent Basic Criteria for All Local Teachers' Associations

Statements	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents A	Presidents B		
(1)	(2)	(3)	(4)	(5)
The local teachers' association has the primary aim of serving teachers locally.	90	90	0	---
There ought to be one main local which all teachers may join, and this association should have the full support of all.	77	80	3	---
In-selecting leaders, associations should prevail upon their ablest members to serve, and then support them with full cooperation.	100	92	8	3.810

A Comparison of Certain Items as Completed By 32 Superintendents of Schools in Maine, New Hampshire, Rhode Island, and Vermont With the Items as Completed By 39 Superintendents of Schools in Connecticut, Massachusetts, and New York 1/

The comparisons shown in Tables 83 through 89 were made on the same 30 items selected for previous comparisons. The associations compared were equated for size, all having a membership of less than 56. Although the samples are small, they were the largest possible in this investigation because of the factor of size. That is, as the size of the associations over which participating superintendents held jurisdiction increased, a greater proportion of these associations were from Connecticut, Massachusetts, and New York. Of 30 associations of between 56 and 119 members, 24 were from these States, and of 25 associations with more than 119 members, 19 were from these States. Therefore, if the comparison had been made using all superintendents participating, any differences shown might have been attributable to the size factor since the large groups were concentrated in these "large" States.

The comparison is between the opinions of superintendents in Maine, New Hampshire, Vermont, and Rhode Island and those

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1/ For brevity in the following tables, the group of superintendents from Maine, New Hampshire, Vermont, and Rhode Island are referred to as superintendents "1", and the group of superintendents from Connecticut, Massachusetts, and New York are referred to as superintendents "2".

A Comparison of Certain Items as Completed
By 32 Superintendents of Schools in Maine,
New Hampshire, Rhode Island, and Vermont With
the Items as Completed By 39 Superintendents of
Schools in Connecticut, Massachusetts, and New York 1/

The comparisons shown in Tables 23 through 29 were made on the same 30 items selected for previous comparisons. The associations compared were equated for size, all having a membership of less than 86. Although the samples are small, they were the largest possible in this investigation because of the factor of size. That is, as the size of the associations over which participating superintendents held jurisdiction increased, a greater proportion of these associations were from Connecticut, Massachusetts, and New York. Of 30 associations of between 86 and 119 members, 24 were from these States, and of 25 associations with more than 119 members, 19 were from these States. Therefore, if the comparison had been made using all superintendents participating, any differences shown might have been attributable to the size factor since the large groups were concentrated in these "large" States.

The comparison is between the opinions of superintendents in Maine, New Hampshire, Vermont, and Rhode Island and those

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1/ For brevity in the following tables, the group of superintendents from Maine, New Hampshire, Vermont, and Rhode Island are referred to as superintendents "1", and the group of superintendents from Connecticut, Massachusetts, and New York are referred to as superintendents "2".

of superintendents in Connecticut, Massachusetts, and New York, all of whom were employed in school systems containing teachers' associations of less than 56 members.

This investigator was chiefly impressed with the unanimity of opinion shown in the following tables. No significant differences were noted. While some of the differences between percentages appeared to be large, the small samples resulted in a large standard error, and the resulting critical ratios in all cases were not large enough to reject the possibility of chance.

Table 83. Comparison of the Agreement Between Superintendents 1 and 2 Concerning Activities That Superintendents of Schools Should Not Undertake in the Business of Most Local Teachers' Associations

Activity (A Superintendent Should Not --)	Percentage in Agreement Superintendents 1	2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Have voting membership	50	49	1	---
Attend business meetings	41	23	18	1.636
Hold office	84	74	10	1.042
Participate in policy making	44	31	13	1.139

Table 84. Comparison of the Agreement Between Superintendents 1 and 2 That Local Teachers' Associations Should Be Free to Take Official and Public Stands on Certain Controversial Matters

Activity (Teachers' Groups Should Be Free to Take an Official, Public Stand On --)	Percentage in Agreement Superintendents 1	2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Local legislation relating to education	91	95	4	---
State legislation relating to education	97	100	3	---
National legislation relating to education	97	100	3	---
Controversial questions of interest to teachers	88	72	16	1.739

Table 83. Comparison of the Agreement Between Superintendents 1 and 2 Concerning Activities That Superintendents of Schools Should Not Undertake in the Business of Most Local Teachers' Associations

Activity (A Superintendent Should Not --)	Percentage in Agreement: Superintendents 1	Superintendents 2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Have voting membership	80	48	1	---
Attend business meetings	41	25	16	1.656
Hold office	84	74	10	1.042
Participate in policy making	44	31	13	1.139

Table 84. Comparison of the Agreement Between Superintendents 1 and 2 That Local Teachers' Associations Should Be Free to Take Official and Public Stands on Certain Controversial Matters

Activity (Teachers' Groups Should Be Free to Take an Official Public Stand On --)	Percentage in Agreement: Superintendents 1	Superintendents 2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Local legislation relating to education	91	95	4	---
State legislation relating to education	97	100	3	---
National legislation relating to education	97	100	3	---
Controversial questions of interest to teachers	85	73	12	1.739

Table 85. Comparison of the Agreement Between Superintendents 1 and 2 That Local Teachers' Associations Should Never Officially Endorse Candidates for Political Office

Activity	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Superintendents 1	2		
(1)	(2)	(3)	(4)	(5)
Local teachers' associations should never endorse a candidate or candidates for public office.	41	62	21	1.794

Table 86. Comparison of the Agreement Between Superintendents 1 and 2 That Local Teachers' Associations Are Justified in Undertaking Certain Activities in Order to Obtain Better Salaries and Working Conditions for Members

Activity (Teachers' Groups Should --)	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Superintendents 1	2		
(1)	(2)	(3)	(4)	(5)
Establish salary committees	94	100	6	1.429
Issue official news items	84	77	7	.753
Strike as a last resort	19	13	6	.682
Resign as a group	9	13	4	.541
Picket	6	3	3	.60
Purchase advertising	38	41	3	---

Table 86. Comparison of the Agreement Between Superintendents 1 and 2 That Local Teachers' Associations Should Never Officially Endorse Candidates for Political Offices

Activity	Percentage in Agreement: Superintendents 1	2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Local teachers' associations should never endorse a candidate or candidates for public office.	41	62	21	1.794

Table 86. Comparison of the Agreement Between Superintendents 1 and 2 That Local Teachers' Associations Are Justified in Undertaking Certain Activities in Order to Obtain Better Salaries and Working Conditions for Members

Activity (Teachers' Groups Should ---)	Percentage in Agreement: Superintendents 1	2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Establish salary committees	94	100	6	1.429
Issue official news items	84	77	7	.753
Strike as a last resort	19	13	6	.982
Resign as a group	9	13	4	.841
Picket	6	3	3	.90
Purchase advertising	38	41	3	---

Table 87. Comparison of the Agreement Between Superintendents 1 and 2 on Two Statements Affirmed in the Literature in This Field

Statement	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Superintendents 1	2		
(1)	(2)	(3)	(4)	(5)
Continued and persistent emphasis on their own economic welfare will eventually bring teachers' groups into disrepute with the public.	66	77	11	1.028
The major reason for lack of effectiveness among traditional local teachers' associations is the indifference or apathy of many teachers to professional organization.	88	87	1	---

Table 88. Comparison of the Agreement Between Superintendents 1 and 2 That Certain Proposed Objectives Are Major Responsibilities of Every Local Teachers' Association

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Superintendents 1	2		
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	53	64	11	.940
Furnishing the membership with educational news items of interest	78	79	1	---

Table 87. Comparison of the Agreement Between Superintendents 1 and 2 on Two Statements Affirmed in the Literature in This Field

Statement	Percentage in Agreement of Superintendents 1	2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Continued and persistent emphasis on their own economic welfare will eventually bring teachers' groups into disrepute with the public.	68	77	11	1.088
The major reason for lack of effectiveness among traditional local teachers' associations is the indifference or apathy of many teachers to professional organization.	88	87	1	---

Table 88. Comparison of the Agreement Between Superintendents 1 and 2 That Certain Proposed Objectives Are Major Responsibilities of Every Local Teachers' Association

Proposed Objective	Percentage in Agreement of Superintendents 1	2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	53	64	11	.940
Furnishing the membership with educational news items of interest	78	79	1	---

Table 88. (concluded)

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Superintendents 1	2		
(1)	(2)	(3)	(4)	(5)
Providing an interesting social and/or entertainment program for members	41	62	21	1.880
Obtaining recruits for the teaching profession	53	54	1	---
Obtaining better salaries and working conditions for teachers	56	62	6	.508
Defending the public schools of the United States from attack by selfish or mistaken persons	81	67	14	1.372
Seeing to it that better teaching is done in the community	78	74	4	---
Seeing to it that the schools in the community are managed intelligently and efficiently.	38	38	0	---
Assisting in maintaining and improving professional standards and ethics	91	79	12	1.034
Bringing teachers of all grades, ranks, and subjects together for professional and social contacts	84	72	12	1.237

Table 88. (concluded)

Proposed Objective	Percentage in Agreement: Superintendents 1	Superintendents 2	Differences in Percentages	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Providing an interesting social and/or entertainment program for members	41	62	21	1.830
Obtaining recruits for the teaching profession	83	84	1	---
Obtaining better material and working conditions for teachers	56	62	6	.506
Defending the public schools of the United States from attack by selfish or misled persons	81	67	14	1.372
Seeing to it that better teaching is done in the community	78	74	4	---
Seeing to it that the schools in the community are managed intelligently and efficiently.	39	36	9	---
Assisting in maintaining and improving professional standards and ethics	81	79	12	1.034
Bringing teachers of all grades, ranks, and subjects together for professional and social contacts	64	76	12	1.257

Table 89. Comparison of the Agreement Between Superintendents 1 and 2 That Certain Proposed Objectives Are Not Major Responsibilities of Most Local Teachers' Associations

Proposed Objective	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Superintendents 1	2		
(1)	(2)	(3)	(4)	(5)
Obtaining recruits for the teaching profession	16	21	5	.543
Seeing to it that better teaching is done in the community	6	8	2	---
Seeing to it that the schools in the community are managed intelligently and efficiently	31	23	8	.764

A Comparison of Certain Items as Completed By 39 Heads of Local Teachers' Associations in Maine, New Hampshire, Rhode Island, and Vermont with the Items as Completed by 54 Heads of Associations in Connecticut, Massachusetts, and New York

Tables 90 through 98 on pages 302 to 308 show the results of comparing the opinions of presidents in Maine, New Hampshire, Vermont, and Rhode Island with those of presidents of associations in Connecticut, Massachusetts, and

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1/ For brevity in the following tables, the group of presidents of associations from Maine, New Hampshire, Vermont, and Rhode Island are referred to as presidents "1", and the group of presidents of associations from Connecticut, Massachusetts, and New York are referred to as presidents "2".

Table 89. Comparison of the Agreement Between Superintendents 1 and 2 That Certain Proposed Objectives Are Not Major Responsibilities of Most Local Teachers' Associations

Proposed Objective	Percentage in Agreement: Superintendents 1	2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Obtaining recruits for the teaching profession	16	21	5	.642
Seeing to it that better teaching is done in the community	6	8	2	---
Seeing to it that the schools in the community are managed intelligently and efficiently	21	29	8	.764

A Comparison of Certain Items as Completed By 39 Heads of Local Teachers' Associations in Maine, New Hampshire, Rhode Island, and Vermont with the Items as Completed by 84 Heads of Associations in Connecticut, Massachusetts, and New York

Tables 90 through 98 on pages 302 to 308 show the results of comparing the opinions of presidents in Maine, New Hampshire, Vermont, and Rhode Island with those of presidents of associations in Connecticut, Massachusetts, and

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1/ For brevity in the following tables, the group of presidents of associations from Maine, New Hampshire, Vermont, and Rhode Island are referred to as presidents "1", and the group of presidents of associations from Connecticut, Massachusetts, and New York are referred to as presidents "2".

New York. All were presidents of associations with less than 56 members. The logic for this comparison is the same as pointed out under the previous centerhead. The items selected are the same as those of the previous comparisons.

No significant differences were noted in any of the comparisons shown in Tables 90 through 98. No detailed comment was necessary concerning the individual tables since they are self-explanatory. This investigator was impressed chiefly with the unanimity of the response from the presidents of local teachers' associations in the two groups.

Table 90. Comparison of the Agreement Between Presidents 1 and 2 Concerning Activities That Superintendents of Schools Should Not Undertake in the Business of Most Local Teachers' Associations

Activity (A Superintendent Should Not --)	Percentage in Agreement Presidents		Difference in Percentage	Critical Ratio
	1	2		
(1)	(2)	(3)	(4)	(5)
Have voting membership	44	54	10	.961
Attend business meetings	31	30	1	---
Hold office	77	76	1	---
Participate in policy making	46	46	0	---

Table 91. Comparison of the Agreement Between Presidents 1 and 2 That Local Teachers' Associations Should Be Free to Take Official and Public Stands on Certain Controversial Matters

Activity (Teachers' Groups Should Be Free To Take an Official, Public Stand On --)	Percentage in Agreement Presidents 1	2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Local legislation relating to education	97	96	1	---
State legislation relating to education	97	98	1	---
National legislation relating to education	95	96	1	---
Controversial questions of interest to teachers	82	83	1	---

Table 92. Comparison of the Agreement Between Presidents 1 and 2 That Local Teachers' Associations Should Never Officially Endorse Candidates for Public Office

Activity	Percentage in Agreement Presidents 1	2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Local teachers' associations should never endorse a candidate or candidates for public office.	46	50	4	.380

Table 91. Comparison of the Agreement Between Presidents 1 and 2 That Local Teachers' Associations Should Be Free to Take Official and Public Stands on Controversial Matters

Activity (Teachers' Groups Should Be Free To Take an Official Public Stand On --)	Percentage in Agreement		Difference in Percentage	Critical Ratio
	1	2		
(1)	(2)	(3)	(4)	(5)
Local legislation relating to education	97	96	1	---
State legislation relating to education	97	98	1	---
National legislation relating to education	98	98	1	---
Controversial questions of interest to teachers	82	83	1	---

Table 92. Comparison of the Agreement Between Presidents 1 and 2 That Local Teachers' Associations Should Never Officially Endorse Candidates for Public Office

Activity	Percentage in Agreement		Difference in Percentage	Critical Ratio
	1	2		
(1)	(2)	(3)	(4)	(5)
Local teachers' associations should never endorse a candidate or candidates for public office.	46	50	4	.380

Table 93. Comparison of the Agreement Between Presidents 1 and 2 That Local Teachers' Associations Are Justified in Undertaking Certain Activities in order to Obtain Better Salaries and Working Conditions for Teachers

Activity (Teachers' Groups Should --)	Percentage in Agreement Presidents 1	2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Establish salary committees	100	98	2	---
Issue official news items	79	81	2	---
Strike as a last resort	8	7	1	---
Resign as a group	13	11	2	---
Picket	3	0	3	1.111
Purchase advertising	33	39	6	.60

Table 94. Comparison of the Agreement Between Presidents 1 and 2 on Two Statements Affirmed in the Literature in This Field

Statement	Percentage in Agreement Presidents 1	2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Continued and persistent emphasis on their own economic welfare will eventually bring teachers' groups into disrepute with the public.	54	57	3	---

Table 83. Comparison of the Agreement Between Presidents 1 and 2 That Local Teachers' Associations Are Justified in Undertaking Certain Activities in order to Obtain Better Salaries and Working Conditions for Teachers

Activity (Teachers' Groups Should --)	Percentage in Agreement		Difference in Percentage	Critical Ratio
	1	2		
(1)	(2)	(3)	(4)	(5)
Establish salary committees	100	98	2	---
Issue official news items	79	81	2	---
Strike as a last resort	8	7	1	---
Resign as a group	13	11	2	---
Picket	3	0	3	1.111
Purchase advertising	33	39	6	.80

Table 84. Comparison of the Agreement Between Presidents 1 and 2 on Two Statements Affirmed in the Literature in This Field

Statement	Percentage in Agreement		Difference in Percentage	Critical Ratio
	1	2		
(1)	(2)	(3)	(4)	(5)
Continued and persistent emphasis on their own economic welfare will eventually bring teachers' groups into disrepute with the public.	84	87	3	---

Table 94. (concluded)

Statement	Percentage in Agreement Presidents 1	Percentage in Agreement Presidents 2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
The major reason for lack of effectiveness among traditional local teachers' associations is the indifference or apathy of many teachers to professional organization.	87	89	2	---

Table 95. Comparison of the Agreement Between Presidents 1 and 2 That Certain Proposed Objectives Are Major Responsibilities of Every Local Teachers' Association a/

Proposed Objective	Percentage in Agreement Presidents 1	Percentage in Agreement Presidents 2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	65	57	8	1.026
Furnishing the membership with educational news items of interest	63	68	5	.649

a/ Sixty-five presidents of associations from Maine, New Hampshire, Vermont, and Rhode Island (presidents "1") completed this item, and 94 presidents of associations from Connecticut, Massachusetts, and New York (presidents "2") completed the item. The percentages in this and in Table 96 are based upon these totals.

Table 94. (concluded)

Statement	Percentage in Agreement: Presidents 1	Presidents 2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
The major reason for lack of effectiveness among traditional local teachers' associations is the indifference or apathy of many teachers to professional organization.	87	89	2	---

Table 95. Comparison of the Agreement Between Presidents 1 and 2 That Certain Proposed Objectives Are Major Responsibilities of Every Local Teachers' Association a/

Proposed Objective	Percentage in Agreement: Presidents 1	Presidents 2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	85	87	2	1.038
Furnishing the membership with educational news items of interest	83	88	5	.649

a/ Sixty-five presidents of associations from Maine, New Hampshire, Vermont, and Rhode Island (presidents "1") completed this item, and 94 presidents of associations from Connecticut, Massachusetts, and New York (presidents "2") completed the item. The percentages in this and in Table 98 are based upon these totals.

Table 95 (concluded)

Proposed Objective	Percentage in Agreement Presidents 1	Percentage in Agreement Presidents 2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Providing an interesting social and/or entertainments program for members	52	54	2	---
Obtaining recruits for the teaching profession	32	41	9	1.169
Obtaining better salaries and working conditions for teachers	77	86	9	1.428
Defending the public schools of the United States from attack by selfish or mistaken persons	66	79	13	1.805
Seeing to it that better teaching is done in the community	62	59	3	---
Seeing to it that the schools in the community are managed intelligently and efficiently	40	40	0	---
Assisting in Maintaining and improving professional standards and ethics	88	87	1	---
Bringing teachers of all grades, ranks, and subjects together for professional and social contacts	86	82	4	---

Table 86 (concluded)

Proposed Objective	Percentage in Agreement with Presidents		Difference in Percentage	Critical Ratio
	1	2		
(1)	(2)	(3)	(4)	(5)
Providing an interesting social and/or entertainment program for members	82	84	2	---
Obtaining recruits for the teaching profession	72	41	9	1.189
Obtaining better salaries and working conditions for teachers	77	86	9	1.428
Defending the public schools of the United States from attack by selfish or mistaken persons	86	72	13	1.808
Seeing to it that better teaching is done in the community	82	89	3	---
Seeing to it that the schools in the community are managed intelligently and efficiently	40	40	0	---
Assisting in Maintaining and improving professional standards and ethics	88	87	1	---
Bringing teachers of all grades, ranks, and subjects together for professional and social contacts	86	82	4	---

Table 96. Comparison of the Agreement Between Presidents 1 and 2 That Certain Proposed Objectives Are Not Major Responsibilities of Most Local Teachers' Associations

Proposed Objective	Percentage in Agreement Presidents 1	Percentage in Agreement Presidents 2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	6	7	1	---
Obtaining recruits for the teaching profession	29	20	9	1.125
Obtaining better salaries and working condition for teachers	2	0	2	---
Seeing to it that better teaching is done in the community	11	15	4	.741
Seeing to it that the schools in the community are managed intelligently and efficiently	18	15	3	.492

Table 97. Comparison of the Agreement Between 69 Presidents of Associations from Maine, New Hampshire, Vermont, and Rhode Island (Presidents "1") and 100 Presidents of Associations from Connecticut, Massachusetts, and New York (Presidents "2") in Reply to the Direct Question, "Should Teachers Ever Engage in Direct Political Action?"

Statement	Percentage in Agreement Presidents 1	Percentage in Agreement Presidents 2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Teachers should engage in direct political action.	39	29	10	1.351

Table 96. Comparison of the Agreement Between Presidents 1 and 2 That Certain Proposed Objectives Are Not Major Responsibilities of Most Local Teachers' Associations

Proposed Objective	Percentage in Agreement: Presidents 1	Percentage in Agreement: Presidents 2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Interpreting the problems of teaching to the public	6	7	1	---
Obtaining recruits for the teaching profession	29	20	9	1.189
Obtaining better salaries and working conditions for teachers	2	0	2	---
Seeing to it that better teaching is done in the community	11	15	4	.741
Seeing to it that the schools in the community are managed intelligently and efficiently	18	13	5	.492

Table 97. Comparison of the Agreement Between 69 Presidents of Associations from Maine, New Hampshire, Vermont, and Rhode Island (Presidents "1") and 100 Presidents of Associations from Connecticut, Massachusetts, and New York (Presidents "2") in Reply to the Direct Question, "Should Teachers Ever Engage in Direct Political Action?"

Statement	Percentage in Agreement: Presidents 1	Percentage in Agreement: Presidents 2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
Teachers should engage in direct political action.	39	29	10	1.581

Table 98. Comparison of the Agreement Between 69 Presidents of Associations from Maine, New Hampshire, Vermont, and Rhode Island (Presidents "1") and 100 Presidents of Associations from Connecticut, Massachusetts, and New York (Presidents "2") That Certain Proposed Statements Represent Basic Criteria for All Local Teachers' Associations

Statements	Percentage in Agreement of Presidents		Difference in Percentage	Critical Ratio
	1	2		
(1)	(2)	(3)	(4)	(5)
The local teachers' association has the primary aim of serving teachers locally.	88	91	3	---
There ought to be one main local which all teachers may join, and this association should have the full support of all.	81	79	2	---
In selecting leaders, associations should prevail upon their ablest members to serve, and then support them with full cooperation.	91	92	1	---

Summary

Chapter Four is a summary of the opinions of superintendents of schools and heads of local teachers' associations as revealed by their replies on the second inquiry form. The samples of superintendents and of presidents of associations are shown to be representative of associations completing the first inquiry form, both in terms of size

Table 96. Comparison of the Agreement Between 69 Presidents of Associations from Maine, New Hampshire, Vermont, and Rhode Island (Presidents "1") and 100 Presidents of Associations from Connecticut, Massachusetts, and New York (Presidents "2") That Certain Proposed Statements Represent Basic Criteria for All Local Teachers' Associations

Statements	Percentage in Agreement: Presidents 1	Presidents 2	Difference in Percentage	Critical Ratio
(1)	(2)	(3)	(4)	(5)
The local teachers' association has the primary aim of serving teachers locally.	89	91	3	---
There ought to be one main local union all teachers may join, and this association should have the full support of all.	81	79	2	---
In selecting leaders, associations should prevail upon their ablest members to serve, and then support them with full cooperation.	91	92	1	---

Summary

Chapter Four is a summary of the opinions of superintendents of schools and heads of local teachers' associations as revealed by their replies on the second inquiry form. The samples of superintendents and of presidents of associations are shown to be representative of associations completing the first inquiry form, both in terms of size

groups and in terms of the various states covered.

On questions relating to the organization of local teachers' associations the following statements may be accepted as having been shown in the investigation.

1. Although only 1 per cent of the superintendents of schools whose teachers' associations were not affiliated with the American Federation of Teachers believed that teachers should be so affiliated, 10 per cent of the presidents of these associations believed such affiliation should be accomplished. The thinking of superintendents and presidents differed sharply on this issue.

This was further evidenced by the greater percentage of presidents over superintendents who favored affiliation with the Congress of Industrial Organizations. The difference here was sufficient to be accepted at the .02 level. Also, a smaller percentage of presidents definitely opposed affiliation with the American Federation of Teachers. Again the difference was shown real at the .02 level.

Presidents, generally, were noted to have been more favorable to union affiliation than were superintendents, although the great majority of both groups opposed such affiliation.

2. Both presidents and superintendents opposed the participation of school board members in the business of a local teachers' association to a significantly greater degree

groups and in terms of the various states covered.

On questions relating to the organization of local teachers' associations the following statements may be accepted as having been shown in the investigation.

1. Although only 1 per cent of the superintendents of schools whose teachers' associations were not affiliated with the American Federation of Teachers believed that teachers should be so affiliated, 10 per cent of the presidents of these associations believed such affiliation should be accomplished. The thinking of superintendents and presidents differed sharply on this issue.

This was further evidenced by the greater percentage of presidents over superintendents who favored affiliation with the Congress of Industrial Organizations. The difference here was sufficient to be accepted at the .05 level. Also, a smaller percentage of presidents definitely opposed affiliation with the American Federation of Teachers. Again the difference was shown real at the .05 level.

Presidents, generally, were noted to have been more favorable to union affiliation than were superintendents, although the great majority of both groups opposed such affiliation.

2. Both presidents and superintendents opposed the participation of school board members in the business of a local teachers' association to a significantly greater degree

than they opposed such participation by superintendents of schools. Superintendents were opposed more strongly by both groups than were principals and supervisors. Department heads were least opposed. This is shown both in the tables and in the text of this chapter.

3. The privileges of voting membership and holding office in a teachers' association by members of the school administration were generally more strongly opposed by both presidents and superintendents than were the privileges of attending business meetings and policy making.

4. All comparisons except one showed that presidents and superintendents held similar opinions, only one critical ratio exceeding 1.96. In this case, the critical ratio of 2.0 showed the chances to be better than 95 in 100 that more presidents than superintendents objected to supervisors holding office in local teachers' associations. However, the total of such presidents was only 23 per cent or less than one fourth of the number participating.

5. Less than a majority of both superintendents and presidents felt that any office in local teachers' associations must be held by a classroom teacher, the percentage of presidents being slightly higher in all instances but in no case exceeding 50 per cent.

6. Only a small minority of both superintendents and presidents felt that any office in local teachers'

associations need be held by school employees above the rank of classroom teacher. However, in all cases slightly higher percentages of presidents named offices that should be held by someone above the rank of classroom teacher.

On questions relating to the activities of local teachers' organizations, the following statements may be accepted as having been shown in this investigation.

1. Large majorities of both superintendents and presidents agreed that local teachers' associations should be free to take public positions on legislation relating to education, local, state, and national. They further agreed that local teachers' associations should be free to make public statements on controversial issues. Whether or not such activity should take the form of direct endorsement of candidates for public office is a question on which both groups split almost equally, 49 per cent of the presidents and 56 per cent of the superintendents renouncing this practice.

2. In case of a request for general salary increases, more presidents of teachers' associations than superintendents considered the superintendent a representative of the teachers to the school board. Superintendents, in this situation, were very prone to consider themselves arbiters or liaison officers. Few presidents or superintendents considered the superintendent only a representative of the

school board to the teachers.

3. Most superintendents and presidents agreed that in order to obtain better salaries and working conditions for teachers, local teachers' associations are justified in establishing salary committees to draw up in written form the opinions of the group. A large majority of both groups further agreed that the local teachers' association is justified in issuing official news items.

Striking, picketing, and resigning as a group were heavily condemned by both presidents and superintendents.

Slightly less than one half of both groups agreed that the purchasing of advertising space in local newspapers may be justifiable.

4. Superintendents, more than presidents, felt that continued and persistent emphasis on their own economic welfare will eventually bring teachers' groups into disrepute with the public, although a majority of both groups agreed that this is true.

5. Large majorities of both superintendents and presidents agreed that social activities such as picnics, suppers, and parties are of value in the affairs of present-day local teachers' associations.

6. Large majorities of both groups agreed that the indifference or apathy of many teachers to professional organization has been the major reason for lack of

school board to the teachers.

3. Most superintendents and presidents agreed that in order to obtain better salaries and working conditions for teachers, local teachers' associations are justified in establishing salary committees to draw up in written form the opinions of the group. A large majority of both groups further agreed that the local teachers' association is justified in issuing official news items.

Striking, picketing, and resigning as a group were heavily condemned by both presidents and superintendents.

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4. Superintendents, more than presidents, felt that continued and persistent emphasis on their own economic welfare will eventually bring teachers' groups into disrepute with the public, although a majority of both groups agreed that this is true.

5. Large majorities of both superintendents and presidents agreed that social activities such as picnics, suppers, and parties are of value in the affairs of present-day local teachers' associations.

6. Large majorities of both groups agreed that the indifference or apathy of many teachers to professional organization has been the major reason for lack of

effectiveness of local teachers' associations.

7. More superintendents than presidents believed all activities of local teachers' associations should be undertaken with the welfare of school children in mind. However, the presidents were more prone to take the stand that any activity benefiting teachers would indirectly benefits pupils.

On questions relating to the aims of local teachers' associations, the following statements may be accepted as having been shown in this investigation.

1. Although a majority of both superintendents and presidents agreed that obtaining better salaries and working conditions is a major responsibility of every local teachers' association, superintendents were more likely than presidents to feel that the responsibility for this aim depended upon the local situation.

2. Although a majority of both superintendents and presidents agreed that seeing to it that better teaching is done in the community is a major responsibility of every local teachers' association, more presidents than superintendents were prone to feel that the responsibility for this aim depended upon the local situation. The same was true for the objective concerning the furnishing of the membership with educational news items of interest.

3. Approximately one fourth of all presidents of local

effectiveness of local teachers' associations.

7. More superintendents than presidents believed all activities of local teachers' associations should be undertaken with the welfare of school children in mind. However, the presidents were more prone to take the stand that any activity benefiting teachers would indirectly benefit pupils.

On questions relating to the aims of local teachers' associations, the following statements may be accepted as having been shown in this investigation.

1. Although a majority of both superintendents and presidents agreed that obtaining better salaries and working conditions is a major responsibility of every local teachers' association, superintendents were more likely than presidents to feel that the responsibility for this aim depended upon the local situation.

2. Although a majority of both superintendents and presidents agreed that seeing to it that better teaching is done in the community is a major responsibility of every local teachers' association, more presidents than superintendents were prone to feel that the responsibility for this aim depended upon the local situation. The same was true for the objective concerning the furnishing of the membership with educational news items of interest.

3. Approximately one fourth of all presidents of local

teachers' associations believed that obtaining recruits for the teaching profession is not a responsibility of most local teachers' associations. Almost one fifth of the superintendents agreed.

4. Approximately one fourth of all superintendents believed that seeing to it that schools are managed intelligently and efficiently is not a responsibility of most local teachers' associations. Almost one fifth of the presidents agreed.

5. Approximately one tenth of the presidents felt no responsibility on the part of local teachers' associations for seeing to it that better teaching is done in the community.

6. Large majorities of both presidents and superintendents believed the local teachers' association has the primary aim of serving teachers locally, but more presidents were prone to agree.

7. About three fourths of both presidents and superintendents agreed that there should be one main local teachers' association, and this organization should have the full support of all teachers.

8. In the opinion of nearly all presidents and superintendents, associations should prevail upon their ablest members to serve and then support them with full cooperation.

4. Approximately one fourth of all superintendents believed that seeing to it that schools are managed intelligently and efficiently is not a responsibility of most local teachers' associations. Almost one-fifth of the presidents agreed.

5. Approximately one tenth of the presidents felt no responsibility on the part of local teachers' associations for seeing to it that better teaching is done in the community.

6. Large majorities of both presidents and superintendents believed the local teachers' association has the primary aim of serving teachers locally, but more presidents were prone to agree.

7. About three fourths of both presidents and superintendents agreed that there should be one main local teachers' association, and this organization should have the full support of all teachers.

8. In the opinion of nearly all presidents and superintendents, associations should prevail upon their ablest members to serve and then support them with full cooperation.

Comparisons were made of responses of certain items as given by presidents of associations of more than 119 members with the responses by presidents of associations of less than 56 members. Comparisons were also made of the responses of superintendents in the same size groups.

The comparisons of presidents of large and small associations revealed the following points.

1. A far higher percentage of presidents of large teachers' associations justified the strike as a last resort. One third of the large association presidents agreed to the use of this action if necessary. Less than one tenth of the presidents of small associations agreed.

2. Although only slightly less than one fifth of the presidents of large associations justified picketing, this total was significantly higher than the number of presidents of small associations upholding this practice.

3. Presidents of large associations evidenced a much more tolerant attitude toward the purchasing of advertising space in local newspapers as a means of working for better salaries and working conditions. While 69 per cent of the large group upheld this practice, only 37 per cent of the small group agreed.

4. Presidents of the small associations were more likely to agree that a major responsibility of every local teachers' association is to provide an interesting social

and/or entertainment program for members.

5. The presidents of large associations were more prone to consider the obtaining of better salaries and working conditions more of a basic responsibility than were the presidents of small associations. However, 82 per cent of the presidents of small associations did accept this as a basic responsibility of every local teachers' association.

6. Nearly all presidents of both small and large associations felt that the ablest members must serve as officers with the full support of all. However, many in the small group established the point that all must work in the small association, that the work cannot be left to the ablest.

7. No items were noted where the total percentages for these groups differed markedly from the totals derived for all the presidents participating.

The comparisons of superintendents' opinions revealed the following points.

8. Although nearly all superintendents of both large and small communities agreed that the local teachers' association should be free to take public stands on local legislation, the superintendents in small communities were less likely to have this opinion.

9. Superintendents in small communities were less likely to agree that furnishing the membership with news items of interest is a major responsibility of every local

teachers' association. However, even in the small communities, 79 per cent of the superintendents agreed that this is a major responsibility of every local teachers' association.

10. None of the superintendents of large communities believed that local teachers' associations are never responsible for seeing to it that the schools are managed intelligently and efficiently. Slightly more than one fourth of the superintendents in small communities took this stand, thereby indicating that superintendents in small systems were considerably more likely to resent activity of local teachers' associations which appeared to infringe upon their duties.

11. In other comparisons superintendents of large and small communities were noted to have about the same opinions. No instances in which the total percentages for either group differed markedly from the total percentages of all superintendents were observed other than those indicated above.

Comparisons were also made between the responses of both superintendents and presidents in the States of Maine, New Hampshire, Vermont, and Rhode Island and the responses of superintendents and presidents in the States of Connecticut, Massachusetts, and New York. All associations compared were from size group IV containing less than 56 members. These comparisons justified the following statements.

1. No significant differences were noted in the

teachers' association. However, even in the small communities, 79 per cent of the superintendents agreed that this is a major responsibility of every local teachers' association.

10. None of the superintendents of large communities believed that local teachers' associations are never responsible for seeing to it that the schools are managed intelligently and efficiently. Slightly more than one fourth of the superintendents in small communities took this stand, thereby indicating that superintendents in small systems were considerably more likely to resent activity of local teachers' associations which appeared to interfere upon their duties.

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Comparisons were also made between the responses of both superintendents and presidents in the States of Maine, New Hampshire, Vermont, and Rhode Island and the responses of superintendents and presidents in the States of Connecticut, Massachusetts, and New York. All associations compared were from size group IV containing less than 58 members. These comparisons justified the following statements.

1. No significant differences were noted in the

opinions of superintendents in the two groups of states. Such differences as were noted could not be accepted safely as other than the result of chance.

2. No significant differences were noted in the opinions of presidents in the two groups of states. Such differences as were noted could not be accepted safely as other than the result of chance.

3. Apparently, the geographical location within the area covered did not have much influence on the opinions of either presidents of teachers' associations or superintendents of schools.

The above items summarize only the major points in this chapter. Examination of the details of the various tables revealed many minor tentative points of interest. This investigator tried to present the findings of the second inquiry form in a logical manner, stressing the most important relationships. Obviously, many comparisons and details were omitted which might have been of interest.

The reader is cautioned not to jump to immediate conclusions when comparing like items as they appear on several tables. All such inter-comparisons require more than the difference between two percentages. Critical ratios should be worked out.

For example, the differences in percentages observed between the presidents of associations with more than 119

members and the corresponding superintendents are frequently large. The following table shows several such comparisons as computed. The items were taken from Tables 70 and 77 on pages 281 and 290 respectively.

Table 99. Comparison of the Agreement Between 36 Presidents of Local Teachers' Associations with More Than 119 Members and 25 Superintendents with Jurisdiction Over Associations of Corresponding Size That Local Teachers' Associations Are Justified in Undertaking Certain Activities in Order to Obtain Better Salaries and Working Conditions for Members.

Activity	Percentage in Agreement		Difference in Percentage	Critical Ratio
	Presidents	Superintendents		
(1)	(2)	(3)	(4)	(5)
Establish salary committees	100	96	4	1.025
Issue official news items	89	76	13	1.30
Strike as a last resort	33	24	9	.782
Resign as a group	22	8	14	1.590
Picket	17	0	17	2.698
Purchase advertising	69	48	21	1.666

Although the differences in percentages are large, the critical ratios, when worked out, are smaller than might be expected. Furthermore, the small sample in each group requires that the value obtained as a critical ratio be larger than the value heretofore accepted. The critical

numbers and the corresponding superintendents are frequently large. The following table shows several such comparisons as computed. The items were taken from Tables 70 and 77 on pages 281 and 290 respectively.

Table 99. Comparison of the Agreement Between 38 Presidents of Local Teachers' Associations with More Than 110 Members and 38 Superintendents with Jurisdiction Over Associations of Corresponding Size That Local Teachers' Associations Are Justified in Undertaking Certain Activities in Order to Obtain Better Salaries and Working Conditions for Members.

Activity	Percentage in Agreement		Differ-ence in Percen-tage	Criti-cal Ratio
	Presi-dents	Super-intendents		
(1)	(2)	(3)	(4)	(5)
Establish salary committees	100	96	4	1.082
Issue official news items	88	76	12	1.32
Strike as a last resort	33	24	9	.782
Resign as a group	22	8	14	1.880
Picket	17	0	17	2.096
Purchase advertising	69	40	21	1.696

Although the differences in percentages are large, the critical ratios, when worked out, are smaller than might be expected. Furthermore, the small sample in each group requires that the value obtained as a critical ratio be larger than the value heretofore accepted. The critical

ratio must be at least 2.704 (.01 level) to determine that the difference is not likely to be the result of chance and should be accepted as conclusive. The .05 level now corresponds to 2.021. The .1 level now corresponds to 1.684.[1/] These values correspond to the values given for 40 cases, which may be accepted reasonably for this sample.

Therefore, in Table 99 only one comparison may be accepted with much confidence, namely, the opinion toward picketing which was opposed by all superintendents. Some of the others may very well represent definite tendencies, but for the most part the degree of chance is too high for absolute generalization.

As noted, this investigator did not attempt to exhaust the possibilities of the data but rather tried to present the major findings, stressing what appeared to be the items of most interest. Table 99 is an example of the type of additional comparison which might have been made.

Chapter Five is a description of the patterns of activity, organization, and aims found in several active teachers' associations. Seven of the better-than-average associations participating in this study were selected for individual analysis.

1/ John Gray Peatman, Descriptive and Sampling Statistics, Harper & Brothers Publishers, New York, New York, 1947, p. 514.

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CHAPTER V

A DESCRIPTION OF THE CHARACTERISTICS OF SEVEN BETTER-THAN-AVERAGE LOCAL TEACHERS' ASSOCIATIONS WHICH PARTICIPATED IN THIS STUDY

Associations Chosen for Description Are Representative of Many Others

The purpose of this chapter is to describe the organization, activities, and aims of seven better-than-average local associations which participated in this study. Analyses were made of all inquiry forms returned, and all enclosures returned by officers were examined. Personal correspondence was also studied. This analysis revealed that many of the participating local associations were performing valuable services for teachers and for their communities.

All of the better associations could not be described individually. Therefore, seven of the more active organizations were selected for description. These associations are representative of many others. They do not represent perfectly ideal associations for each has weaknesses, some of which are referred to in the descriptions.

One association was selected from the very large group, one each from size groups one and two, and two each from size groups three and four. Seven associations were chosen because it was considered desirable to have one

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One association was selected from the very large group, one each from size groups one and two, and two each from size groups three and four. Seven associations were chosen because it was considered desirable to have one

association from each state represented in the study. This method of selection eliminated many desirable choices from consideration but insured the description of at least one active group from each state. For example, the lone group two choice was the Bangor-Maine Teachers' Association. The remaining active associations from Maine in the other size groups were not considered for description since the Maine quota of one had been filled. Therefore, each association described should be considered as representative of many other active associations and not the most active choice either in the size group it represents or in its state.

Criteria for Selection

Fifteen criteria for evaluating the effectiveness of local teachers' organizations were suggested by the National Education Association.[1] These criteria, suggested after completion of an extensive investigation, were established as ". . . helpful either in setting up a new association or appraising an old one."[2]

This is the only extensive list of such criteria available for evaluating the effectiveness of local education associations. They are given as follows:

1/ Local Education Associations at Work, op. cit., p. 137-139.

2/ Loc. cit.

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[1] Local Education Associations at Work, op. cit., p. 129-130.

[2] Ibid. cit.

1. Membership participation -- A strong, informed, loyal membership, which participates in decisions of policy governing the association and which cooperates as individuals in satisfying action in some part of the association's work. . . . .

2. Constitution and bylaws -- A written constitution and bylaws, setting forth clearly the purposes of the association, the delegations of responsibility for achieving these purposes, and the rules of procedure. . . .

3. Officers -- An adequate number of officers, selected democratically on the basis of proved abilities for association service, and organized for efficient executive action on behalf of the association. . . .

4. Committees -- A group of standing committees, so assigned as to cover the major continuing services of the association, supplemented by special committees for limited assignments. . . .

5. Staff and headquarters -- For the large association, a paid staff working from a headquarters office, to supplement, but not replace, the volunteer services of officers and members. . . .

6. Dues -- Membership dues large enough to finance a professional program, handled through businesslike budgeting and expending of the associations' funds. . . .

7. Autonomy -- Cordial working relationships with the board of education and school executives (who may be members of the association) with no relinquishment of complete responsibility by the association for independent statements of policy and courses of action. . . .

8. Cooperation -- Maintenance of cooperative relationships with other community organizations and agencies. . . . .

9. Affiliation -- Affiliation with and the establishment of two-way cooperation with the state education association and the National Education Association. . . .

10. Professional service -- Continuing and special activities directed toward the professional growth of the members and continued improvement in the professional services rendered to pupils. . . .

11. Esprit de corps -- Continuing and special activities

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directed towards building up and maintaining at a high level the esprit de corps and professional morale of teachers. . . .

12. Teaching conditions and status, local provisions -- Continuing and special activities directed toward improving and maintaining at a high level the local conditions of teaching and the economic status of teachers. . . .

13. Teaching conditions and status, state and federal provisions -- Continuing and special activities directed toward the establishment of state and federal legislation and administrative procedures that will guarantee adequate educational opportunities and conditions of teaching in the state and in the nation. . . .

14. Citizenship -- Continuing and special activities directed toward discharging the civic responsibilities of the teaching profession, through local, state, national, and world citizenship. . . .

15. Interpretation -- Continuing and special activities directed toward interpreting education and the profession to members of the association and to the public at large. . . . 1/

These generalizations can be applied by any local teachers' association for self-analysis. Data obtained from first, the inquiry forms used in this study, second, the enclosures returned, and third, personal letters were used to determine the extent to which selected associations met the above criteria.

Areas in which the associations were deficient were noted in each description. The brief sketches offered here were not intended to be statistical or comprehensive. To

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Buffalo Teachers Federation, Inc.
Buffalo, New York, (Approximately 2500 Members) 1/

Membership participation.-- In this largest association which participated in the study, the president attributes the success of the program to the willingness of many members to support the program actively by giving their time and service. Success of group undertakings has been insured by enlisting the aid of large committees, more than 14 in number. The Federation is teacher-dominated, the vice-presidents, secretary, and treasurer being teachers as well as a majority of the executive committee members representing 22 different school units. The president is an elementary school principal. Furthermore, article VIII of the constitution clearly states that at least 50 per cent of all members of standing committees must be classroom teachers.

Constitution and bylaws.-- The Federation has a printed constitution, copies of which are available to all

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members. It was reproduced in full in the association periodical for September, 1947.[1/] The constitution is very specific, the organization and aims of the Federation being set forth concisely and clearly. The following items are covered by the articles of the constitution in great detail: 1. Name 2. Purpose 3. Membership 4. Legislative Council of Delegates 5. Officers 6. Directors 7. Executive Committee 8. Standing Committees 9. Dues 10. Bylaws 11. Amendments 12. When in effect. The bylaws cover the following topics: a. Order of business b. Notices and reports of meetings c. Discussions and debates d. Elected members of the executive committee e. Executive committee f. Committees g. Dues and assessments h. Safeguarding funds i. Audit of accounts j. Representatives to educational meetings.

Officers.-- Officers are elected in May or June from choices selected by a nominating committee. A president, three vice-presidents, a secretary, and a treasurer, along with the retiring president comprise the board of directors of the Federation. This group is also part of the executive committee which also includes members elected from the council of delegates as specified in the bylaws. At least five regular meetings of the executive committee are

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required during each school year. The officers of this association are selected democratically. The machinery for election in this very large association has been thought out clearly and is stated specifically.

Committees.-- Seven standing committees are specified in the constitution: legislative, salary, publicity, research, finance, nominating, and advisory. Duties of standing committees are stated clearly. At the time of completing the inquiry form for this study, the following additional committees were active: social, program, speakers, radio, pension and retirement, membership, professional, and teachers' interest. Areas of committee work appear to be defined clearly. As noted in the inquiry form by Mr. Ast, the success of the Federation during 1947-1948 was largely due to the aid rendered by the work of these many well-organized committees.

Staff and headquarters.-- The Federation employs a full-time office secretary essential in an organization of this size. Permanent headquarters are maintained in the Hotel Statler.

Dues.-- Membership dues are large enough and planned carefully enough to finance a professional program. Individual dues are based upon salary received, those earning less than $3,000.00 annually paying $5.00 yearly dues, with yearly dues increasing $1.00 for each additional $1,000.00

of salary or part thereof. In addition, affiliated educational groups pay a specified sum to the Federation. The amount, ranging from $10.00 to $50.00, is based upon their memberships. All dues are payable as of October first of each year. Special assessments, if necessary, may be levied as provided in the constitution.

The constitution requires a published auditor's report for each year. Mr. Ralph B. Riddle, public accountant, Buffalo, New York, has been retained for this service in the past.

Autonomy.-- As noted, this Federation is composed of teachers and is apparently working through teachers for the best interests of teachers and education. There was no evidence that the group is antagonistic to school administration. All of the evidence points to an independent, alert association with an active interest in local politics. In 1946 members remained absent from school because of the refusal of an elected official to consider a new salary schedule. Admittedly a drastic action, it accomplished the desired result, and since that time no such step has been necessary.

Cooperation.-- Other educational organizations in the City of Buffalo are affiliated with the Federation, and the broad educational program of one is the broad educational program of all. During 1947-1948 the Federation

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cooperated actively with the League of Women Voters, the Parent-Teachers Association, and with veterans' organizations. Speakers for other community organizations were supplied, and four times during 1947-1948 the group invited community leaders to address its meetings. This is a basic and continuing policy.

Affiliations.-- The Federation is affiliated with the New York State Teachers Association and with the National Education Association. The expenses of delegates to educational meetings may be paid by the Federation. It cooperates actively in the projects of the groups with which it is affiliated. News items pertaining to affiliated groups are carried in The Bulletin, and such projects as American Education Week are officially observed.

Professional service; esprit de corps.-- In an organization of this size the personal relationship among members may be very difficult to maintain. During 1947-1948 the Federation sponsored a dinner dance supported by 100 per cent of the membership. It sponsored a concert which was quite successful. Cooperation of the membership with a parents' night in the schools has been very high. The monthly Bulletin, available free to all members, is a valuable and necessary professional service. Through the pages of this newspaper members are invited to air their opinions.

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At the time of this study the president agreed that bringing teachers of all grades, ranks, and subjects together for professional and social contacts is a major responsibility of every local teachers' association.

Apparently, the Federation as a group is doing nothing to induce worthy pupils to enter the teaching profession. The emphasis seems to be to "promote such legislation and other activities as shall make the profession attractive to the best qualified men and women."[1/]

Teaching conditions and status, local, state, and federal.-- The legislative, salary, and research committees are specifically maintained to study and recommend improvements in the conditions of teaching and the economic welfare of teachers. The Federation has taken official and public stands on questions relating to teachers' salaries. Specifically, it favors a single salary schedule, automatic increments for years of service, and improved retirement conditions. It obtained a cost-of-living bonus and a satisfactory salary schedule. It opposes merit ratings for teachers.

Blue cross benefits, a credit union, and an emergency loan fund are maintained.

Since before 1947 it has officially and publicly

1/ Ibid., p. 6.

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[1] Ibid., p. 8.

worked for the passage of favorable local or state legislation relating to education. It has, as a basic policy, made public official statements on controversial political questions of interest to teachers.

Through National Education Association affiliation it may be said to work on the national level. However, the major emphases have been definitely local and state.

Citizenship.-- The Federation has sponsored a get-out-and-vote program which received excellent support. It has assumed its political obligation and has published the names of candidates for public office. Candidates have been informed of the views of Federation members. They have been interviewed by Federation members, and the results of such interviews have been recorded.

This adds up to a picture of a well-organized group of citizens interested, as are other organized groups of citizens, in sponsoring the legislation necessary to further the group interest. It may be noted that this type of self-interest in the case of teachers is not selfishness. Legislation affecting schools is important to all citizens of a democracy. Teachers, more than any other group of workers, must be alert to adeas which, enacted into law, make the American school a better or worse environment for learning.

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Interpretation.-- The publicity and the research and public

relations committees exist partially to maintain rapport between the Federation and the public. Local newspapers are regularly supplied with news items. The cooperation with other groups, the publicity obtained during American Education week, and the cooperation with parents' night, previously noted, all aid in interpreting education to the public.

The Bulletin is made available to city officials and out-of-town leaders.

At the time of this study the president agreed that interpreting the problems of teaching to the public is a major responsibility of every local teachers' association. The Buffalo Teachers Federation does an excellent job of carrying out this responsibility. In the auditor's report for 1946-1947, $4,175.90 was stated as spent for publicity out of total disbursements of $13,462.73.[1]

Comment by Mr. Ast.-- Mr. Ast made the following comment relative to this summary, which is self-explanatory:

> Your description of the Buffalo Teachers Federation has my approval. Tonight, when we have our annual election and I am retiring as President of the association, I plan to mention your paper and its comments. . . .
>
> As President of the Federation, I wish to thank you for the interest you are taking in teachers' organizations. It will aid all of us who read your report, . . .[2]

1/ Ibid. p. 8.

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[1] Ibid. p. 8.

[2] Quoted with the permission of Mr. Raymond L. Ast, President, Buffalo Teachers Federation, from a letter to this writer dated June 8, 1946.

Newton Teachers Federation
Newton, Massachusetts. (Approximately 490 Members) 1/

Membership participation.-- Of those eligible for membership in the Newton Teachers Federation, 97 per cent belonged during 1947-1948. At the time of this study, all major officers of the Federation were classroom teachers. Support of the program was evidenced by many members contributing their time and service. By the use of inquiries, letters, informal polls, and informal discussion, the officers attempt to discover opinions of the membership before committing themselves to any undertaking. A basic procedure is to provide duplicated explanations of proposed activities to the membership.

The Newton Teachers Federation, so far as this study could determine, is a democratically-organized, all-inclusive teachers' association, the policy of which is established and carried out by its membership most of whom are classroom teachers.

Constitution and bylaws.-- The Federation has a written constitution clearly defining the purposes, duties of officers and committees, conditions of membership, rules of procedure, dues, meetings, bylaws, and amendments.

Officers.-- Officers are elected for a term of two

1/ The form was completed by Mr. Wilson Colvin, President. This description was read and approved by Mr. Colvin.

Newton Teachers Federation

Newton, Massachusetts. (Approximately 450 Members) 1/

Membership participation.-- Of those eligible for membership in the Newton Teachers Federation, 37 per cent belonged during 1947-1948. At the time of this study, all major officers of the Federation were classroom teachers. Support of the program was evidenced by many members contributing their time and service. By the use of inquiries, letters, informal polls, and informal discussion, the officers attempt to discover opinions of the membership before committing themselves to any undertaking. A basic procedure is to provide duplicated explanations of proposed activities to the membership.

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Officers.-- Officers are elected for a term of two

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years. The month of election is March of the odd-numbered years. Five of the nine executive committee members and the auditor are appointed by the president with the approval of the administrative council. The administrative council is composed of the representatives of the several school districts, and its membership is in proportion to the number of members working in the district. A "district" is considered an administrative unit under the jurisdiction of a principal. Members of the administrative council are elected for a three-year term. The council acts as a nominating committee for officers of the Federation and generally determines the broad policies of the Federation.

Committees.-- The constitution specifies six standing committees which cover the basic services of the Federation. They are the executive committee, the committee on professional development, the committee on economic research, the committee on community relations, the committee on social activities, and the committee on teachers' interests. At the time of completing this form the president listed such special committees as housing, credit union, American Education Week, and insurance. The duties of each standing committee are clearly defined in the constitution.

The budget for 1948-1949 listed the sums of money for each standing committee.

Staff and headquarters.-- The Federation employs an

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The budget for 1948-1949 listed the sums of money for each standing committee.

Staff and Headquarters.-- The Federation employs an

executive-secretary who performs all secretarial duties and acts as treasurer of the Credit Union. The executive-secretary is considered an employee rather than an officer. Meetings of the Federation are held in the school buildings.

Autonomy.-- The fact that classroom teachers held all major positions in the Federation at the time of this study is evidence that the Federation is free from domination by the school administration. Also, the form, as completed by the president, showed independence of thought and action by the Federation. Official and public stands have been taken on salary problems. Answers to questions relating to politics on the inquiry form showed that the president, at least, believes local teachers' clubs should be free to take direct action in politics under certain circumstances. The Federation has worked officially for the passage of state and national legislation relating to aid for education.

The administrative council composed of the elected representatives of teachers is also independent of school administration. Yet, there is evidence to show that the Newton Teachers Federation enjoys the most cordial working relationships with the school administration.

> The assistant superintendent, the director of guidance, the director of instruction, and the vice principal of the high school, among other administrative officers, have given Federation-sponsored

courses for teachers at the request of the committee on professional development. 1/

Cooperation.-- The inquiry form, as completed, showed little evidence of cooperation with other organizations in the community. The Parent-Teachers Association, Community Chest, Community Council, and other teachers' groups were checked as organizations with which the Newton Teachers Federation cooperated during 1947-1948. Speakers from the Federation were not supplied to other community organizations nor did the group invite community leaders to address its meetings during this period.

The president, when completing the form, indicated that this area was one in which the Federation should be more active.

Affiliation.-- The Federation is affiliated with both the Massachusetts Teachers Federation and the National Education Association. It has worked actively for the passage of legislation sponsored by these groups. The budget for the school year 1948-1949 included items covering the expenses of delegates to meetings of both the state and national organizations. This is a basic policy, such delegates having been sent in the past. Reports of one such trip appeared in the

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Federation publication for September 22, 1948.[1] These reports summarized the experiences of the two delegates to the 1948 convention of the National Education Association held in Cleveland, Ohio.

Dues are collected by the Federation from members who so desire for both the state and national associations, a practice which emphasizes the integration of the three groups illustrated here.

Professional service; esprit de corps.-- The major emphasis of this association is professional service. This is written into the constitution in the descriptions of the duties of the committee on professional development and the committee on professional ethics.

> The Committee on Professional Development shall plan, initiate and administer activities designed to enhance the professional capacities of members of the Federation and improve the quality of teaching in the Newton public schools, either independently or in cooperation with other agencies. . . .
>
> The Committee on Professional Ethics shall prepare and publish a Code of Professional Ethics for Teachers which shall, when approved by vote of the Federation, have the force and effect of a by-law of the Federation. It shall be the right and duty of this Committee to take such action as it deems advisable to promote understanding and respect for professional ethics; to condemn unethical practices; to report such

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> practices to the Superintendent of Schools, the School Committee, other professional education associations, and to the public; and to recommend disciplinary action with respect to persistent or gross violations of the Code of Ethics. The Committee shall provide guidance, counsel, and representation at the request of individual teachers in connection with their personal-professional problems when, in the committee's judgment, means of self-help are inadequate. 1/

Activities such as a picnic for new teachers and the formation of a shut-in committee were noted. Also noted, both as checked on the inquiry form and as appearing in the various issues of the publication, was the sponsorship of such professional activities as extension courses, study groups, and a high-school unit of the Future Teachers of America.

The attitude toward professional service notable in the Newton Teachers Federation was summed up by the president as follows:

> A teachers' professional association which aims primarily to benefit teachers, rather than to promote the highest purposes of education in and for democracy as a way of life, will in the long run do disservice to teachers. Whatever benefits accrue to us as citizens should be incidental to improving education. I think this attitude motivates most of our people. 2/

Teaching conditions and status, local, state, and national.-- The Federation has, is, and as stated by the

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1/ Constitution of the Newton Teachers Federation, as amended, April 25, 1949, Newton, Massachusetts, p. 6-8.

2/ Quoted with permission of Mr. Wilson Colvin, President, Newton Teachers Federation, from p. 21 of Inquiry Form No. 1.

president, will continue to work for aid to education on both the state and national levels.

The committee on economic research is specifically established in the constitution to function as a salary committee pending the appointment of a special committee for that purpose. A special exists which does substantially all the work on salaries. Such local economic services as Blue Cross and Blue Shield, group insurance, and a Credit Union are sponsored by the Federation. Specific, official, and public stands have been taken on many phases of the problem of teachers' salaries.

Citizenship.-- Members are urged to vote and to exercise their responsibilities as citizens of the community. As noted above under "Professional service; esprit de corps," the Federation interprets the aim of professional service very broadly. However, no specific undertakings were noted in which the Federation assumes responsibility for leadership in community problems affecting the welfare of children.

Interpretation.-- The periodical publication is sent to all members free. It is also available to any other interested persons. Containing brief, factual items, the mimeographed newspaper of two to four pages is issued every two or three weeks during the school year, thereby providing a good means of communication among the members.

The committee on community relations is responsible

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for interpreting the teachers' problems to the community and the community's problems to the teachers.

Special committees, such as the American Education Week committee, bring data to the public by means of film, radio, poster, and newspaper. In the 1948-1949 budget, $215.00 of $900.00 was planned for public relations activities.

At the time of participation in this study, the president agreed that interpreting the problems of teaching to the public is a major responsibility of every local teachers' association. However, he felt that the Federation should do more of an official and public nature to bring the problems of improving public education to the rest of the community.

Comment by Mr. Colvin.-- This statement of the Newton Teachers Federation was returned with corrections which rendered our summary of the Federation more specific and also brought it up to date in accordance with the latest amendment of the constitution. Mr. Colvin made the following comment:

> Your statement about the Newton Teachers Federation is accurate and points out precisely what are, in my opinion, our major strengths and weaknesses. I hope that more studies of this kind will lead to a general recognition of the teachers' association, voluntary and all-inclusive, as the one indispensable agency in creating a genuine profession of teaching. 1/

1/ Quoted with the permission of Mr. Colvin from a letter to the writer dated June 6, 1949.

Bangor Teachers' Club
Bangor, Maine, (Approximately 175 Members) 1/

Membership participation.-- Of approximately 175 members in this association, 41 were noted to be members of various committees. Fifteen members served as officers or directors. Several of the officers and directors also served on the various committees. 2/

At the time this study was prepared, all of the officers with the exception of two were classroom teachers. The recording secretary was librarian of the high school. The vice-president was a junior-high-school principal. All officers are elected by the membership, no selection of delegates being necessary. The general membership holds monthly meetings which are planned well in advance. Duplicated explanations of activities are provided for each member. During 1947-1948 an able program committee, an energetic president, and the willingness of a minority of enthusiastic members to work hard described the support of the program. Miss Quinn noted that even greater participation is desired, current attendance at regular meetings being chiefly the result of general interest in a request for a salary increase.

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2/ Program, Bangor Teachers' Club, Bangor, Maine, 1948-1949.

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2/ Program, Bangor Teachers' Club, Bangor, Maine, 1948-1949.

Constitution and bylaws.-- The Club has a written constitution which, according to the president, was badly in need of revision at the time of this study. Apparently, the program being carried out by the Club is done with little or no heed to the provisions of the outdated constitution.

Committees.-- Seven active committees are listed in the Program for 1948-1949. They are the program, membership, publicity, fellowship, social, professional information, and teacher welfare committees. The same committees are listed in the 1947-1948 Program. Therefore, it was assumed they constitute the basic standing committees of the Club.

Staff and headquarters.-- The Bangor Teachers' Club has no paid staff. There was no formal headquarters at the time of this study, meetings being conducted in the various school buildings.

Dues.-- The annual dues of $1.00 are not large enough to finance a complete professional program. The National Education Association suggests that "perhaps $1.00 a month" is necessary for financing such a program.[1/] The dues of the Buffalo Teachers Federation of $5.00 and more per year and those of the Newton Teachers Federation of $7.00 per

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1/ Local Education Associations at Work, op. cit., p. 128.

year are succeeding in financing excellent programs.

The purpose of pointing this out is not to disparage the Bangor Teachers' Club. It should be noted that an excellent program is accomplished in spite of the low dues.

Autonomy.-- Although members of the school administration are eligible for membership in the club, all officers with the exception of the vice-president are classroom teachers. Evidence of cooperation with the school administration was observed in the Programs for 1947-1948 and 1948-1949 wherein it is indicated that in one meeting[1/] a school board member participated as a panel member.

Cooperation.-- An annual banquet is held with all the teachers' groups of Bangor and those of several surrounding communities. However, little cooperation was noted between the Bangor Teachers' Club and any other organization within the City. Speakers from the Club did not address other community groups during 1947-1948. However, it does appear to be a basic policy that community leaders are invited to address the Club. Four times during 1947-1948 and several times (at least three) during 1948-1949 leaders in the community and in the State of Maine addressed this association.

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Professional service; esprit de corps.-- The programs planned for 1947-1948 and 1948-1949 show that the Bangor Teachers' Club is primarily interested in improving the professional service rendered by teachers and in developing a sense of professional belonging among its membership. Programs are planned before the school year commences. A printed booklet outlining the program for the year is ready to be presented to the members at the October meeting. The first meeting for both 1947-1948 and 1948-1949 school years consisted of a reception for the new teachers. Speakers at both meetings were educational leaders with Dean Mark Shibles, School of Education, University of Maine, speaking in 1947 and Dr. Payson Smith, School of Education, University of Maine, speaking in 1948. Parties of various types, concerts, teas, motion pictures, panel discussions, banquets, and business meetings comprised the remainder of the programs for the two years.

This program is emphasized since it represents about as active and well planned a program as may be attained on the small amount of annual dues. Its success must be attributed to the hard work and careful planning of an

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interested leadership. The program ostensibly carries out the objective of the Club as stated in its constitution.

> The object of this club shall be to promote the welfare and efficiency of its members professionally, to provide opportunities for them to become acquainted with one another, and to encourage an active interest on their part in the affairs of the community at large. 1/

Teaching conditions and status, local, state, and federal.-- The Club has worked and plans to continue working for the passage of federal aid to education. Also, in the 1946-1947 school year a minimum salary law for Maine was passed. Members of the Bangor Teachers' Club backed this bill individually, each member writing three letters to legislators. This solid type of working together is impressive and costs little in proportion to the resultant good. Locally, the Bangor Teachers' Club has worked for generally higher permanent salaries rather than quick bonuses.

> We favor raising of salaries on a permanent salary scale rather than "cost-of-living" bonuses. Two years ago we worked for and got a new salary scale. This year we hope to get the maximums on this scale raised. 2/

A small loan fund is maintained for emergency use

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by teachers.

Citizenship.-- The Bangor Teachers' Club has presented programs during the past two year which show clearly that this Club is willing to assume leadership in sponsoring undertakings in which it might be expected to lead.

Wednesday, March 3, 8:00 p.m. -- Bangor High School

Public meeting open to all interested citizens.

Panel Discussion: What do you expect from your schools?

From the standpoint of a:

School Board Member -

Doctor -

Student -

Merchant -

Minister -

Lawyer -

Teacher -

Salesman -

(The panel members consisted of local citizens)

Chairman: 1/

This is the type of program which, sponsored by the local teachers' group, serves to bring the group into a proper position of leadership in its own sphere.

Interpretation.-- The program discussed above, according to the president, assisted a great deal at the time to

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increase understanding and good will between the Club and the rest of the community. The entire yearly program is planned with the intention to have as many public meetings as possible. The local newspapers are supplied regularly with new items of the Club's activities.

Comment by Miss Quinn.-- When asked for a comment concerning the summary of the Bangor Teachers' Club, Miss Quinn submitted the following:

> The only correction I noticed was in the name of one of our committees. It should be the "professional information" committee. You had a comma between the words which made it seem as if there were two committees.
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> I do not know exactly what type of comment you wish me to make. I have personally found this survey extremely interesting, and it is gratifying to know that our organization compares so well with others of its size. I think that we do rather well on our small income. In addition to financing the regular programs, we have for several years paid the expenses of two delegates to the leaders' conferences of the Maine Teachers' Association which are held each summer and have voted to do so again this year. Also, last fall the club paid my expenses to a meeting of the local organizations group of the N.E.A. in Boston. Of course, our annual card party actually makes these things possible, and that is one occasion when every one cooperates to raise money. If we could only keep more people working actively more of the time, we could greatly improve our organization, but we have been handicapped for the past few years by a very large turnover of teachers. . . .
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Berlin Teachers' Association
Berlin, New Hampshire, (62 Members) 1/

Membership participation.-- The persons completing the form emphasized that in their association many members have been willing to contribute actively by giving their time and service. In this small association, five committees have worked well and spent much time planning association work. The success of the program during the 1947-1948 school year was attributed largely to this majority cooperation and the democratic procedure evident at all times.

Constitution and bylaws.-- The association has a written constitution. However, no copy was available to this investigator since it was in the process of revision at the time of this study.

Officers.-- Officers are elected in September for a term of one year. All officers are elected by the membership. The National Education Association suggested that if officers are elected in April or May, planning the program for the following year may be accomplished during the summer. 2/

1/The form was completed by Miss Alice W. Wilson, President. Officers cooperating with her were Miss Mabel McKelvey and Mr. John Graves. This description was read and approved by Miss Wilson.

2/ Local Education Associations at Work, op. cit., p. 137.

Berlin Teachers' Association
Berlin, New Hampshire, (82 Members) 1/

Membership participation.-- The persons completing the form emphasized that in their association many members have been willing to contribute actively by giving their time and service. In this small association, five committees have worked well and spent much time planning association work. The success of the program during the 1947-1948 school year was attributed largely to this majority cooperation and the democratic procedure evident at all times.

Constitution and bylaws.-- The association has a written constitution. However, no copy was available to this investigator since it was in the process of revision at the time of this study.

Officers.-- Officers are elected in September for a term of one year. All officers are elected by the membership. The National Education Association suggested that if officers are elected in April or May, planning the program for the following year may be accomplished during the summer. 2/

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2/ Local Education Associations at Work, op. cit., p. 157.

The executive committee is composed of the elected officers, four school principals, and an assembly delegate who attends the State of New Hampshire Delegates Assembly and other educational meetings as a representative of the association.

Committees.-- The committees listed on the inquiry form were social or entertainment, publicity, legislative, nominating, and professional. Since the constitution was not available, there is no way of knowing the specific duties of each. However, the statement of the president that all committees have worked well indicates that the committees, as set up, are accomplishing their jobs to the satisfaction of the membership.

Staff and headquarters.-- There is no paid staff. Meetings are held monthly in the local high school auditorium. No need for a paid staff exists in a group of this size.

Dues.-- Membership dues are $2.00 annually. Of the total amount collected, all is retained for local use with the exception of the $5.00 annual dues to the National Education Association.

Autonomy.-- The fact that four members of the school administration are members of the executive committee might lead to an assumption that this group is administrator-dominated. However, the president, a classroom teacher, has

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Dues.-- Membership dues are $2.00 annually. Of the total amount collected, all is retained for local use with the exception of the $5.00 annual dues to the National Education Association.

Autonomy.-- The fact that four members of the school administration are members of the executive committee might lead to an assumption that this group is administration-dominated. However, the president, a classroom teacher, has

attributed the success of the program in the past to careful following of democratic procedures at all times. Furthermore, it was noted that the association has adopted strong positions in questions concerning salaries and that occasionally it adopts positions regarding local problems of education. Apparently, the Berlin Teachers' Association is an independent one wherein the officers are very sensitive to the wishes of a majority of the membership. In an association of this size, it may be that the working together of school administrators and teachers within the association is most beneficial. The danger always exists that in determining policy the administrators' opinions are accorded greater weight, but no evidence shows this to be true of the Berlin Teachers' Association.

Cooperation.-- The association promotes and cooperates with community undertakings whenever possible. As a continuing policy it works with the Chamber of Commerce in promoting a local ski tournament and a local music festival. Excellent rapport is manifested at all times between the association and the rest of the community.

The local newspaper is supplied regularly with announcements of association aims and activities.

Speakers from the association addressed other community groups about six times during the 1947-1948 school year. Several times during the same year the association

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invited community leaders to address its meetings. Apparently, this is a customary procedure of this association.

Affiliation.-- The association is affiliated with both the New Hampshire State Teachers' Association and the National Education Association. It works actively to help carry out the programs of these groups.

Professional service; esprit de corps.-- The program for the school year 1947-1948, as indicated by the president to have been carried out during this period, and the program planned for 1948-1949 were among the most active of any association participating in this study. In addition to teas, parties, and outings, the association sponsored a book club, lectures by outside speakers, extension courses for teachers, and maintained a fund for remembrances to sick or deceased members during both school years. In the 1948-1949 school year it was also planned to sponsor study groups. At the time of completing this form the officers agreed that assisting in maintaining and improving professional standards and ethics and bringing together teachers of all grades, ranks, and subjects for professional and social contacts were major responsibilities of every local teachers' association.

The program is evidently planned to achieve these objectives.

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The program is evidently planned to achieve these objectives.

Teaching conditions and status, local, state, and national.-- The association has worked officially since before 1947 for the passage of state legislation relating to education. Increases in salary were obtained in both school years 1947-1948 and 1948-1949. Members are now working for the passage of a new retirement law to come before the state general assembly. The position of the group on salaries is expressed as follows:

> . . . that any teacher regardless of position shall receive the same salary for training and experience. . . . that the bridge between men and women be spanned as rapidly as possible with a single salary basis. Two moves are already in effect. 1/

The obtaining of better salaries and working conditions for teachers was indicated by the president to be another major responsibility of every local teachers' association.

The local group maintains Blue Cross and Blue Shield benefits for the membership. The City of Berlin has a group insurance plan available to members of the association.

Citizenship.-- The extensive program previously noted under "Professional service; esprit de corps" and the excellent cooperation noted between the association and other

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1/Quoted with the permission of Miss Alice W. Wilson, President, Berlin Teachers' Association, and Miss Mabel McKelvey and Mr. John Graves, officers, from p. 17 of Inquiry Form No. 1.

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1/ Quoted with the permission of Miss Alice W. Wilson, President, Berlin Teachers' Association, and Miss Mabel McKelvey and Mr. John Graves, officers, from p. 17 of Inquiry Form No. 1.

community groups are evidences that the group renders a distinct community service.

Interpretation.-- The entire program has been designed to interpret the problems of the profession to the public. In particular invitations to community leaders to address the association and willingness of members to address other groups in the community are evidences of excellent means of such interpretation.

As has been noted, the local newspaper is supplied with news items.

During the 1947-1948 school year the association sponsored a weekly radio program. Some of the radio activities sponsored were a musical program by the music department, a play by the English department, a panel discussion by the social science department, as well as a safety education program, a spelling match, a quiz program, and programs by each elementary school concerning their daily activities.

Brattleboro Teachers' Association
Brattleboro, Vermont, (74 Members) 1/

Membership participation.-- All of the professional employees of the Brattleboro School District are active members of the Brattleboro Teachers' Association. Support of the program has been evidenced by the willingness of many members to contribute their time and service. Refusal to serve has seldom occurred. Good committee work and general support by the membership were given by the president as reasons for success in the past.

The president, vice-president, and secretaries are classroom teachers while the treasurer is a supervisor of music.

The membership is well informed by officers concerning plans made for particular meetings, four of which are scheduled regularly each year. Mimeographed programs are distributed prior to all meetings.

One interesting example of democratic procedure furnished this investigator is as follows:

Proposed changes in the constitution were discussed at the September, 1948, meeting. Ballots were then posted in the various school buildings. On the day prior to the December, 1948, meeting, the agenda or program, which is

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1/ The form was completed by Mr. Charles C. Davis, President. This description was read and approved by Mr. Davis.

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distributed to all members, included a reference to the proposed changes. At the December meeting the ballot was distributed for voting. The voting was secret, no names appearing on the ballot.

This type of procedure, which is specified in the constitution, is assurance that this association is democratically organized and teacher dominated.

Constitution and bylaws.-- The association has a written constitution, copies of which are available to all members. It is written clearly. The nine articles cover the following points: Name, Purposes, Membership, Officers and their duties, Committees, Meetings, Quorum, Dues, and Amendments.

Officers.-- Officers are elected in May of each year from a slate previously presented to the membership by the nominating committee. Additional candidates may be nominated from the floor at this meeting. The officers are a president, vice-president, recording secretary, corresponding secretary, and treasurer. These officers comprise the executive board.

Committees.-- Eight standing committees are specified in the constitution, and the duties of each are clearly stated. These are the improvement committee, the nominating committee, the publicity committee, the ways and means committee, the welfare committee, the program

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Committees.-- Eight standing committees are specified in the constitution, and the duties of each are clearly stated. These are the improvement committee, the nominating committee, the publicity committee, the ways and means committee, the welfare committee, the program

committee, the flower committee, and the legislative committee. Special committees may be appointed when necessary, but at the time of this study no special committees were active.

Areas of committee work are clear cut. Committees serve from September to September and are appointed by the executive board. This group of committees is apparently sufficient to carry out the purposes of the Association.

Staff and headquarters.-- There is no paid staff. Meetings are usually held in a local school auditorium.

Dues.-- The annual dues are $2.00, all of which amount is retained for local use. An annual financial statement is supplied to the membership. The statement for 1948 was made available to this investigator. It was clear and complete and showed the Association to be solvent with a bank balance of several hundred dollars.

Autonomy.-- Although members of the school administration are eligible for membership, the Association is, evidently, managed and maintained by the teachers. Thirty per cent of the membership is required as a quorum. The democratic organization of the Association insures that no small group controls the policy making.

Cooperation.-- No specific examples were checked on the inquiry form completed indicating activities undertaken in cooperation with other community groups. However, the

following statement was made by the president:

> We have no official program of public relations. We have enjoyed good relations with our School Directors, officially and socially. We have cooperated with other groups in canvassing the membership in connection with membership drives for Forums, Concert Associations, Special Fund Collections, and the like. A large segment of our membership is composed of people who have lived in town for many years and do not consider themselves a special group. 1/

Affiliation.-- The Association is affiliated with the National Education Association with which it cooperates actively. In the past this Association has collected both Vermont Education Association and National Education Association dues. American Education Week is observed regularly. The expenses of delegates to educational meetings are paid in part or in full as the occasion may require.

Professional service; esprit de corps.-- The objectives of the Association as defined in the constitution suggest the professional ideals toward which the group works.

> To promote the highest type of professional growth among its members.
> To foster better educational opportunities for students.
> To promote the welfare of the teaching profession.
> To strengthen the bond of relationship between teachers and the public. 2/

1/ Quoted with the permission of Mr. Charles C. Davis, President, Brattleboro Teachers' Association, from p. 17 of Inquiry Form No. 1

2/ Constitution, Brattleboro Teachers' Association, Brattleboro, Vermont, p. 1.

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Affiliation.-- The Association is affiliated with the National Education Association with which it cooperates actively. In the past this Association has collected both Vermont Education Association and National Education Association dues. Service Education Week is observed regularly. The expenses of delegates to educational meetings are paid in part or in full as the occasion may require.

Professional service, esprit de corps.-- The objectives of the Association as defined in the constitution suggest the professional ideals toward which the group works.

To promote the highest type of professional growth among its members.

To foster better educational opportunities for students.

To promote the welfare of the teaching profession.

To strengthen the bond of friendship between teachers and the public. 2/

1/ Quoted with the permission of Mr. Charles C. Davis, President, Brattleboro Teachers' Association, from p. 17 of Inquiry Form No. 1

2/ Constitution, Brattleboro Teachers' Association, Brattleboro, Vermont, p. 1.

The association sponsored an active program to reach these objectives during the 1947-1948 school year. Among the most successful activities were a study of the local curricula at all levels, social activities such as parties and picnics, donation of gifts for underprivileged children, recognition of work of retiring teachers and a superintendent, and the sponsorship of hospital and surgical prepayment plans for teachers.

Teaching conditions and status, local, state, and national.-- The duties of the welfare committee as defined in the constitution show that the association has established a group to study and improve teaching conditions.

> To take an active interest in local, state, and national problems and suggestions for the financial betterment of the teaching profession.
> To meet the school board for discussion of salaries, if the need or occasion arises.
> To notify the association at each meeting of any new development within this committee's province.
> To secure the approval of the majority of the association before taking action. 1/

The association has worked actively for the passage of local and state legislation relating to education. The subject of salaries is under constant study. In general, the association has not worked for cost-of-living bonuses, preferring to argue for higher basic salaries.

Citizenship.-- The Association cooperated with the

1/ Ibid., p. 2.

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To secure the approval of the majority of the association before taking action. 1/

The association has worked actively for the passage of local and state legislation relating to education. The subject of salaries is under constant study. In general, the association has not worked for cost-of-living bonuses, preferring to argue for higher basic salaries.

Affiliations.-- The Association cooperated with the

1/ Ibid., p. 2.

National Education Association in sponsoring the Overseas Teacher Relief Fund. This activity correlates with the duties of the welfare committee, which were previously noted, and is evidence that the Association is aware of its responsibilities on a world wide as well as the local and state levels.

However, no evidence could be found illustrating that the Association has assumed community leadership by sponsoring local projects in cooperation with other groups.

Interpretation.-- Although the Association has no planned program of public relations, it does make a practice of supplying local newspapers with news items. This activity is specified in the constitution as a duty of the publicity committee.

Comment by Mr. Davis.-- This summary of the Brattleboro Teachers' Association was returned from Mr. Davis with one correction indicating a new rule concerning the part of the membership which is considered a quorum. This correction was made. Mr. Davis made the following comment:

> Your description of the Brattleboro Teachers' Association has been read by me with great interest. It is, I think, substantially correct both as to fact and spirit. . . . I am looking forward to reading your completed study. We have been very much interested in the development of strong locals and we will be interested in learning how similar groups have met their problems. 1/

1/ Quoted with the permission of Mr. Davis from a letter dated June 8, 1949, to the writer.

1/ Quoted with the permission of Mr. Davis from a letter dated June 5, 1942, to the writer.

East Greenwich Teachers' Association
East Greenwich, Rhode Island, (34 Members) 1/

Membership participation.-- This small association provides bulletin board announcements of its activities for the reference of each member to induce participation in such activities. Meetings are scheduled monthly. The success of the program in the past has been due to the work of a few enthusiastic members rather than to the willingness of many members to give their time. It is a teacher-dominated group, all of the officers being classroom teachers with the exception of the treasurer who is a supervisor. Chairmen of committees are classroom teachers.

Constitution and bylaws.-- The Association has a written constitution which was revised in June, 1948. It is well written in very specific terms. The following topics are covered by the articles of the constitution: Name, Object, Qualifications for membership, Officers and elections, Meetings, and Amendments. The bylaws give specific information on the following: Membership, Duties of officers, Committees, Auditor, Elections, Order of business, Special meetings, Dues, Quorum, Parliamentary procedure, Funds, and Amendments. This constitution, having recently

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1/ The form was completed by Miss Mary B. Black, President. She was assisted by Miss Rose Waterman, Past-President. This description was read and approved by Miss Black.

been revised, is satisfactory as a basis for the activities now being undertaken.

Officers.-- Officers are elected at the annual meeting of the entire membership in May and take office in September for a term of one year. Present officers include a president, vice-president, secretary, and treasurer. An auditor is appointed by the president when needed. The constitution specifies that no officer may immediately succeed himself. Although this practice might tend to prevent a particularly active group of officers from continuing in service, it does insure active participation in leadership by a maximum number of members.

Committees.-- Three standing committees are specified in the constitution. These are a social committee, a ways and means committee, and a sunshine committee. The social committee is responsible for planning all social activities. The ways and means committee suggests and carries out any or all approved means of raising money. The sunshine committee has the responsibility of sending remembrances to members or their families during illness or upon death. At the time of this study, two additional committees were active, namely, the salary and the study and research committees.

Staff and headquarters.-- No paid staff is employed. Meetings are held alternately in the elementary and secondary school buildings of the community.

Dues.-- The annual dues are $2.00 per year, all of which is retained for local use. Appointment of an auditor, required by the constitution, is evidence of the businesslike handling of funds. An annual auditor's report is required.

Autonomy.-- The Association is a classroom teachers' group, all executive offices being held by classroom teachers. No evidence was noted to show anything but cordial working relationships between the Association and the school administration.

Cooperation.-- The Association cooperates with the Parent-Teachers Association on occasion, particularly during the observation of American Education Week. No other evidence of joint enterprise between this and other community organizations was noted. However, it is probable that in this, as in other small associations, the membership belongs to many community organizations and does not consider the teachers' association a completely separate group.

Affiliation.-- This group has no affiliations. Despite this, as noted below, it has worked actively for state legislation relating to education and has cooperated in projects sponsored by national education organizations.

Professional service; esprit de corps.-- The committees are ostensibly designed to plan activities resulting in professional service to the community and to bring about a

sense of professional friendship among the members. During the past three or more years the basic and continuing activities of the Association have been directed to these ends. Study groups have been sponsored. Regular outings or picnics are held. A fund for remembrances to sick or deceased members is maintained. Camp scholarships are maintained for needy pupils.

The objectives, as stated in the constitution, show the purposes of the Association to be both professional and practical. They may be summarized under the following points: Welfare of teachers locally, Welfare of pupils locally, Cooperation with local school administrators, Cooperation with the townspeople, and Cooperation with educators and legislators for the betterment of education.

Teaching conditions and status, local, state, and national.-- As a basic policy for more than three years, the Association has worked with other groups in the State to pass a state aid to education bill. During the school year 1946-1947 the State granted a $600.00 salary increase to each teacher in the State. During the 1947-1948 and 1948-1949 school years, State legislation was passed relating to increased pensions.

Examination of forms returned by Rhode Island associations showed that 15 of the 18 associations cooperated these enterprises.

In the 1945-1946 school year The East Greenwich group worked for and obtained a $200.00 cost-of-living bonus for each teacher.

Citizenship.-- Sponsorship of scholarship camp funds for needy pupils is evidence of special attention to the welfare of youth in the community

Interpretation.-- Although there is no planned program of publicity through special publicity committees, the Association does on occasion supply news items to the local newspaper. The camp scholarships, noted above, have resulted in good will. Cooperation with the Parent-Teachers Association in a small community probably brings together most of the interested and active school patrons.

Thomaston Education Association
Thomaston, Connecticut, (32 Members) 1/

Membership participation.-- Success of the program during the 1947-1948 school year was described by the president as a result of the willingness of many members to participate. Activities are divided as much as possible with appointed committees carrying out their responsibilities.

Monthly meetings are scheduled. All offices are held by classroom teachers. Although the superintendent of schools is eligible for membership, he has declined participation in association business and only takes part in social activities.

The picture is one of a small, teacher-managed association with an active, interested membership.

Constitution and bylaws.-- The Association has a written constitution available to all members. The following articles are covered: Name, Purposes, Members, Officers, Meetings, Amendments. While this constitution is adequate, it is not broad enough to serve as a basis for the extensive program now being followed.

Officers.-- The slate of officers is submitted by the nominating committee in October for approval or rejection.

1/ The form was completed by Miss Rosa F. Gangloff, President during the 1947-1948 school year. This description was read and approved by Miss Gangloff.

Thompson Education Association
Thompson, Connecticut, (32 Members) 1/

Membership participation.-- Success of the program during the 1947-1948 school year was described by the president as a result of the willingness of many members to participate. Activities are divided as much as possible with appointed committees carrying out their responsibilities.

Monthly meetings are scheduled. All offices are held by classroom teachers. Although the superintendent of schools is eligible for membership, he has declined participation in association business and only takes part in social activities.

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Constitution and bylaws.-- The Association has a written constitution available to all members. The following articles are covered: Name, Purposes, Members, Officers, Meetings, Amendments. While this constitution is adequate, it is not broad enough to serve as a basis for the extensive program now being followed.

Officers.-- The slate of officers is submitted by the nominating committee in October for approval or rejection.

1/ The form was completed by Miss Rosa F. Dangloff, President during the 1947-1948 school year. This description was read and approved by Miss Dangloff.

At this time other nominations may be submitted from the floor by members from the Association. The officers are a president, vice-president, treasurer, and secretary, all of whom serve for a term of one year.

Committees.-- The policies committee, which is apparently the only major executive group in the association, is the only standing committee specified by the constitution. The following description illustrates its responsibility.

> A Policies Committee shall be elected annually to represent the members of the Association and shall be empowered to take action in their behalf on all matters pertaining to their welfare, provided such action meets with the approval of a majority of the members of the association. 1/

At the time of this study, additional active committees were the professional, salary, social, study or research, and program committees.

The social committee is alternated each month. The research and study groups carry out their projects regardless of the time needed. The program committee alternates but holds an executive session in September to draft a tentative program for the year. This program is flexible. The professional committee operates for the year.

Staff and headquarters.-- There is no paid staff. Meetings are held in the local high school.

1/ Constitution, Thomas Education Association, Thomaston, Connecticut, p. 1.

Dues.-- Local dues are $2.00 annually. Of the total receipts, $6.00 is paid for affiliation with the Connecticut Education Association and $5.00 for affiliation with the National Education Association. Funds are audited annually by the president or by members he may appoint.

Autonomy.-- The fact that the superintendent chooses to avoid business meetings is evidence that this small association is free to determine its own policy. All officers are classroom teachers as are members of the executive committee.

Cooperation.-- The inquiry form, as completed for this Association, indicates that it cooperates actively with other community groups. Programs are held with the Parent-Teachers Association and with other teachers' groups. Projects of veterans' organizations, such as children's parties, have been supported. Red Cross and Community Chest drives have been supported. The Association cooperated with the local Rotary Club in preparing a local history. Members also sponsor many programs for youth.

As is true with other small associations, many members of this Association are also members of several community organizations.

> About every club and church group has a representative of the teachers' association on its membership list. Some of the teachers are active in the major party town committees. Two are on the Library staff (Public), Visiting Nurses Association, American Red

Cross, etc. We all try to further educational aims within our groups. We attend town meetings. 1/

Affiliation.-- The Association is affiliated with both the Connecticut Education Association and the National Education Association. It cooperates actively in the projects of these organizations. During the 1947-1948 school year excellent support was given to the Victory Action Program of the National Education Association and to a drive for aid to foreign teachers sponsored by the State Association.

Professional service; esprit de corps.-- This small Association presented one of the most active programs of those examined during this investigation. Basic activities of the Association which have been sponsored for more than three years are the following: Extension courses for teachers, Lectures, Study groups, Fund for needy pupils, Scholarship fund in cooperation with the Parent-Teachers Association, Outings, Teas, Parties, Banquets, and A Fund for remembrance to sick or deceased members.

It is one of the few associations which maintains a constant program of self-evaluation. In November, 1948, the program for the year was submitted to the membership for criticism. Each year at the May meeting, it is

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1/ Quoted with the permission of Miss Rosa F. Gangloff, Past-President, Thomaston Teachers' Association, from p. 17 of Inquiry Form No. 1.

groups, etc. We all try to further educational aims within our groups. We attend town meetings. 1/

Affiliation.-- The Association is affiliated with both the Connecticut Education Association and the National Education Association. It cooperates actively in the projects of these organizations. During the 1947-1948 school year excellent support was given to the Victory Action Program of the National Education Association and to a drive for aid to foreign teachers sponsored by the state Association.

Professional service; merit de corps.-- This small Association presented one of the most active programs of those examined during this investigation. Basic activities of the Association which have been sponsored for more than three years are the following: Extension courses for teachers, lectures, Study Groups, Fund for needy pupils, Scholarship Fund in cooperation with the Parent-Teachers Association, Outings, Teas, Parties, Banquets, and A Fund for remembrance to sick or deceased members.

It is one of the few associations which maintains a constant program of self-evaluation. In November, 1948, the program for the year was submitted to the membership for criticism. Each year at the May meeting, it is

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1/ Quoted with the permission of Miss Rose P. Dunphy, Past-President, Thomaston Teachers' Association, from p. 17 of Inquiry Form No. 1.

customary for the officers and the policies committee to evaluate the work of the year and prepare a tentative program for the coming year.

In the program of this Association teachers are urged to improve their teaching. During the 1947-1948 school year a check list was worked out and distributed to all teachers for self-analyses.

Through the scholarship fund qualified students are urged to enter teaching.

The entire program is directed toward professional growth and constant improvement.

Teaching conditions and status, local, state, and federal.-- The association is in complete adherence with the National Education Association and Connecticut Education Association salary levels. It has worked actively to support local and state legislation relating to education. Telegrams and letters have been sent in support of such legislation.

Locally, the Association has negotiated with a salary committee of the board of education. It presented a counter-proposal to a salary schedule presented by the board and accepted a compromise.

Group insurance covering health, accident, and hospital is available. A credit union and an emergency loan fund are maintained. One interesting aspect of the

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Group insurance covering health, accident, and hospital is available. A credit union and an emergency loan fund are maintained. One interesting aspect of the

insurance is that it offers protection against action brought by parents.

The entire program of the Association is related to teaching conditions, not only in the matter of pay for teachers but also with the improvement of teaching.

Citizenship.-- In light of the program described above (The description is not complete.) the following statement by Miss Gangloff is appropriate.

> I believe teachers have been inarticulate too long. If they are ever to take their place in the community as leaders they should lead now. This is the time for education to improve itself. If Education hasn't made us think straight, and doesn't help us solve our problems, then too much money has already been squandered in its name. 1/

This Association is obviously operating on the principle stated above. It has assumed leadership in educational matters. Many of its activities are directed toward the welfare of children. Members are urged to accept the responsibility of citizenship. Local, state, national, and world responsibilities are emphasized in the program of the Association.

Interpretation.-- Local reporters are supplied regularly with news items. Speakers are supplied for other community groups, and community leaders are invited to

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address the Association. With the Parent-Teachers Association this Association sponsors a monthly newsletter available to all teachers and to every family with children in school.

In this, as in other matters, the Association appears to be carrying out a sound, well-planned program.

Comment by Miss Gangloff.-- When Miss Gangloff returned the copy of the summary of the local teachers' association in Thomaston, she indicated a few corrections which were made, and gave the following comment:

> The corrected form is the policy which has been continued for 1948-49. You are free to print all or a part of the description as corrected. You have my best wishes for success. 1/

1/ Quoted with the permission of Miss Gangloff from a letter dated May 8, 1949, to the writer.

1/ Quoted with the permission of Miss Dangloff from a letter dated May 8, 1940, to the writer.

Summary

One of the major contributions of the National Education Association Research Bulletin, Local Education Associations at Work, was a list of 15 criteria by which local education associations may be evaluated. Seven of the associations which participated in this investigation were selected for brief descriptions according to these criteria. One association was selected from each state. One was selected from the very large group, one each from groups one and two, and two each from groups three and four. The selected associations were not the most active of the respondents but each was an above-average association in its particular size group and state.

The selected associations were as follows:

1. The Buffalo Teachers Federation, Buffalo, New York, is a very large group of about 2500 members. Active in political and economic matters, this Federation apparently is succeeding in protecting the rights of individual teachers in the pressures and strains found in most large cities.

2. The Newton Teachers Federation, Newton, Massachusetts, is a large group of about 490 members. In this Federation an excellent constitution and fine committee organization emphasize the ideal of professional service held by all its member teachers.

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The selected associations were as follows:

1. The Buffalo Teachers Federation, Buffalo, New York, is a very large group of about 5500 members. Active in political and economic matters, this Federation frequently is succeeding in protecting the rights of individual teachers in the pressures and strains found in most large cities.

2. The Newton Teachers Federation, Newton, Massachusetts, is a large group of about 490 members. In this Federation an excellent constitution and fine committee organization emphasize the ideal as professional service held by all its member teachers.

3. The Bangor Teachers' Club, Bangor, Maine, has approximately 175 members. On very small annual dues of only $1.00 per year this Club presents a well-planned professional program at the beginning of each school year.

4. The Berlin Teachers' Association, Berlin, New Hampshire, has 62 members. Excellent community rapport and an extensive program characterize this Association in which school principals and the elected officers serve as the executive board.

5. The Brattleboro Teachers' Association, Brattleboro, Vermont, has 74 members. By working actively on the state and national as well as local levels, this Association has worked out a sound, active program which carries out the essentials of its constitution.

6. The East Greenwich Teachers' Association, East Greenwich, Rhode Island, has 34 members. This is a good example of the small association concentrating on a few excellent professional and economic activities. It supports state legislation and thus reaches beyond its town limits. By well-established projects, well known in the community, the Association maintains public support and good will.

7. The Thomaston Education Association, Thomaston, Connecticut, has 32 members. Proof that the small association can provide all of the services of large groups may

5. The Bangor Teachers' Club, Bangor, Maine, has approximately 175 members. On very small annual dues of only $1.00 per year this Club presents a well-planned professional program at the beginning of each school year.

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9. The Thompson Education Association, Thompson, Connecticut, has 32 members. Proof that the small associa-
tion can provide all of the services of large groups may

be noted in the description of this Association's work. Independent, with an extensive local program, the Association also is active in supporting state, national, and world endeavors. Its only weakness, if a weakness, is that the present constitution is a mere skeleton for the extensive and excellent activities.

CHAPTER VI

INTERPRETATION AND RECOMMENDATIONS

Summary of the Findings

The major findings of this investigation are given on pages 224 through 230 at the end of Chapter Three and on pages 308 through 320 at the end of Chapter Four. The findings, as given on these pages, are presented with little editorializing by this investigator.

The study was undertaken to answer several specific questions, and throughout the thesis objective data are offered in answer to these questions. A purpose of this chapter is to present answers to the questions of the thesis as interpreted by this investigator. All comments and conclusions are based upon the objective data included in the tables of the thesis and upon the findings previously noted. All findings refer to local teachers' associations within the area covered, namely, New England and New York State.

How are local teachers' associations organized?-- As shown in this study, local teachers' associations are loosely organized groups of classroom teachers or classroom teachers and other educational employees. The membership is drawn from a single school system or from several closely related groups of school systems. School-board

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How are local teachers' associations organized?-- As shown in this study, local teachers' associations are loosely organized groups of classroom teachers or classroom teachers and other educational employees. The membership is drawn from a single school system or from several closely related groups of school systems. School-based

members, janitors, and other school employees who are not teachers or administrators are generally excluded from membership. Usually, no restrictions are placed on supervisors and principals. Although the majority of such associations admit superintendents to membership, such membership is likely to be honorary.

The dues of such organizations are insufficient to finance a complete professional program. The median dues of $1.00 annually cannot be expected to purchase much of a program.

Two patterns were noted for time of election of officers, one group holding elections during the spring months and another holding elections in the early Fall. The former is preferred since it gives time for planning.

The officers of these associations are usually elected annually. They are not paid for their service.

Classroom teachers comprise most of the officers. The extent of domination by school administrators is not known. Only about 13 per cent of the associations participating in this study were headed by principals. Some evidence was observed in the study to show that without the counsel and leadership of an able school administrator many local teachers' associations would perish of sheer inertia. On the other hand, nothing seems to arouse the dormant spirit of teachers more quickly than the suspicion that a school

administrator seeks to manage the teachers' association.

It is the personal conclusion of this writer that if all school administrators were to cease immediately all activity in the affairs of local teachers' associations and disavow interest in these organizations, many associations would go promptly out of existence. More harm than good would result from such a move. However, administrators should take care not to use undue influence or expect to have their votes or words weighted more heavily than those of other members. It is most probable that school administrators seeking special privilege in the affairs of local teachers' associations will force many associations to form a union-type group. The writer considers this preferable to lack of professional independence, but not at all necessary. The writer's opinion is that affiliation with the American Federation of Teachers is too often an emotional, desperation step. A little understanding analysis and the willingness of school administrators to compromise might prevent many teachers from undertaking an affiliation which, in future years, might be found to ask more than it gives.

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American Federation of Labor no doubt is growing large as teachers turn to this organization to achieve professional independence or higher remuneration at the local level. Unfortunately, mailing lists of American Federation of Teacher locals were unavailable. It is not a policy of the national organization to give out such lists. This, bluntly, is difficult to understand in an organization claiming to work for such lofty aims as academic freedom, the best interests of the American child, and the perpetuation of democracy. The right of competent research workers to analyze objectively the work of the American Federation of Teachers is definitely curtailed by this unexplained secrecy.

Insofar as could be determined in this study, all local affiliates of both the American Federation of Teachers and of the National Education Association are free to determine local policy and practices.

The number of new local teachers' associations is increasing rapidly, although the extent to which the total number of such associations is affected is not known. At present there are about 1,010 local associations of the type studied in this thesis in New England and New York.

Teachers' associations for men, or for women, or for elementary or secondary teachers characterize the total picture of organization in many communities. These

specialized associations are not included in the present study on the assumption that the teaching profession is not large enough to split itself professionally and publicly. Such organizations are not worth the effort to study, the petty jealousies resulting in their continued existence being readily observable.

What are the activities in which local teachers' associations are engaging?-- The major conclusion of this investigation is that local teachers' associations are not doing enough. Speaking in terms of the total number of associations participating in this study, the activities are chiefly social and recreational in nature rather than professional and designed to benefit the economic welfare of teachers. Most of the planning is for the most part short range and takes place during the school year.

The activities are planned and carried out by the few officers or by a few enthusiastic members. Large committee organization, thorough publicity preceding each activity, personal contact, provision of duplicated explanations of the activity, and other means have been used in attempts to obtain greater participation. Since, apparently, the great mass of teachers are indifferent to professional organization, such measures can do no more than result in temporary interest.

Few local associations publish local newspapers or

newsletters. The value of this important activity has been pointed out in the thesis. Publications usually are printed on school equipment by members of the association. A few large associations sponsor commercially-printed publications or use their own equipment.

Teachers' associations are active in working for the passage of state legislation relating to education but do little in other political matters. A few associations, large city groups for the most part, have endorsed particular candidates for public office. Usually school offices are involved.

Strikes, despite the publicity given the few which have been executed by teachers, have been undertaken by a minute part of the total number of teachers' groups. The psychological impact of the news of such strikes is, no doubt, great. This writer would hesitate to deny the strike to teachers. It is the only logical end to the complete failure of bargaining. However, only where the right to bargain has been denied should teachers contemplate more drastic measures.

One cause of the lack of professional activities is the almost complete lack of cooperation with other community groups. The work of most teachers' associations is self-centered, ingrown, and restricted to the small social affairs of immediate interest to the membership. If they are

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ever to attain leadership in local communities, teachers' organizations must begin to participate in the projects of other organizations. They must request others to participate in association affairs. Excellent success is claimed by the presidents of associations which have undertaken such joint activities.

Teachers' associations must cease to consider individual contacts and social affairs adequate to maintain good public relations. Cooperation, such as that noted above, is essential.

Widespread activity was indicated on salary and other economic problems. Such activity should be basic and should continue until teachers are paid in accordance with the incomes received by other professional groups. However, it may be that, in specific local situations where salaries have been adjusted since 1945 or 1946, the emphasis should be shifted to public relations. After all, no community is going to pay more and more each year without asking to know what is being bought. The community has this right. It is the responsibility of local teachers' associations which have successfully received permanent salary increases to consolidate their gains. One way to do this is to make an all-out effort to educate the community relative to the value being received.

For the local teachers' associations which as yet have

received no permanent adjustments, there is no alternative but to continue their efforts. The best way to work for better salaries is through an association and not by individual bargaining.

Finally, local teachers' associations are not assuming their responsibility to take official stands on better educational practices locally. Despite such high aims as, "better education for children" or "to promote best educational practices," noted in most constitutions, teachers' associations are timid about taking specific action.

What do the leaders of teachers' associations want to do; what are their stated aims?-- As noted, the stated aims of local teachers' associations are a combination of vague, professional aims and the aims of education in general. Few specific aims pertinent to the local situation were noted. All local teachers' associations need to formulate specific statements of policy which are pertinent in the local community. Only then can they be said to possess meaningful aims.

A majority of respondents agreed that a list of ten general aims supplied by this investigator are responsibilities of every local teachers' association. One of the aims listed was, "Seeing to it that better teaching is done in the community." To create an aim, meaningful locally, a teachers' association must decide specifically just what

better teaching is and how the local teachers' association can see to it that better teaching is done. Once this is done, and only then, a local teachers' association can plan a program consistent with such an aim. This type of planning requires constant attention to the current aims of an association. It insures that at all times the membership knows the specific reasons for current activities. Obviously, if the members work out such aims, these aims might be expected to represent matters of real interest to the membership.

What are the areas of agreement and disagreement between school administrators and heads of local teachers' associations concerning the proper characteristics of local associations?-- A definite conclusion of this study is that all differences between the opinions of superintendents of schools and presidents of local teachers' associations, as shown in Chapter Four, are relatively minor. On the other hand, of chief importance is the high degree of agreement shown to exist between the two groups.

If the opinions of the heads of local teachers' associations are the same as the membership of these associations, cause for general blocking of the aims of teachers by school administrators is felt to be but a remote possibility.

For example, note the opinion of nearly all

superintendents and presidents that local teachers' associations should be free to take public, official positions on legislation relating to education, local, state, or national. Even the least degree of agreement was the 94 per cent of superintendents who affirmed the right of local teachers' associations to take such positions on the local level. In view of this high percentage of agreement by superintendents, local teachers' associations are foolish to restrict their activities here because of timidity.

Another example relates to the endorsement of candidates for political office. Slightly more than one half of the superintendents agreed that local teachers' associations should never endorse such candidates. Slightly less than one half of the presidents agreed. In other words, the associations virtually are split on this question. Superintendents are no more opposed than are the associations themselves.

In salary matters it was noted that most superintendents tend to consider themselves a liaison between the teachers and the school board. As noted in Chapter Four, much ill will might be avoided if the officials of local teachers' associations avoid assuming that the superintendent of schools will represent teachers in requests for salary increases. He would probably prefer to try to be neutral. In any case, his exact position should be

ascertained.

Also related to salary is the opinion of 60 per cent of the superintendents that obtaining better salaries and working conditions is a major responsibility of every local teachers' association. Presidents were far more in agreement. The difference of opinion results because many superintendents do not deny the aim but consider it dependent on the local situation. This difference in attitude may result in occasional disputes where the superintendent is in general sympathy with the idea of more pay for teachers but opposed to this in his own specific situation. Such disagreements must be expected. Officials of local teachers' associations should remember that the officials of other teachers' associations are sympathetic as are most superintendents.

How can local teachers' associations be strengthened in order to work more effectively for the general welfare of teachers without sacrificing the professional ideals of the individual teacher?-- The practices which have been advocated throughout this thesis are recommended for adoption by any local teachers' association not already attempting them. It must be remembered that associations are composed of individual teachers. The ideals of these teachers must be taken into consideration before any aim can be adopted or any activity undertaken. Unfortunately, terms as

"ideals" and "professional" are used frequently as excuses for action. Too often the aims and activities of local teachers' associations are sprinkled liberally with fervent but vague affirmations that the chief aim of the association is the welfare of the child or the maintenance of professional standards or the dissemination of a code of ethics. Accordingly, union organization is not "professional," or a blunt demand for higher salaries is a display of "selfishness" and not the spirit of child above self. This type of reasoning is considered by the present writer to be nothing more than the uneasy rationalizing of people afraid to act. A characteristic of real professions is that the members of that profession quite generally enjoy personal incomes above those of trade or unskilled groups. Less fretting over whether relatively minor activities are or are not professional and more solid work intended to turn teaching into a more generally respected profession would seem to be in order.

The following recommendations based upon the data in this thesis are offered as means by which local teachers' associations may strengthen their programs. Adoption of the first automatically insures that the personal ideals of the individuals comprising the membership will be taken into consideration.

1. Formulate a specific declaration of aims, based

upon the immediate needs and desires of the present membership. Make the aims pertinent to the local community. Avoid high-sounding but empty phrases.

2. Make the formulated aims an integral part of a written constitution. The constitution should also include the duties of enough standing committees to carry out the aims.

3. Charge sufficient dues to carry out the aims adopted. If the aims are purely social and recreational, $1.00 or $2.00 annually may be sufficient. If a complete program is desired by the membership, dues should be paid on a monthly basis. A charge of $1.00 monthly is not excessive for professional organization. Avoid assessments. Discontinue money-raising projects and begging from the public. All regular association affairs should be covered by dues paid by members.

4. Carry out all activities with attention to the following points: a. Work through other community organizations wherever possible. Don't be afraid to ask for their help. b. Volunteer official association aid in the projects of other community organizations. c. Publicize all activities as sponsored by the teachers' association and not by the schools. d. Maintain systematic contact with local newspapers. e. Obtain the cooperation of school administration wherever possible, but do not hesitate to undertake any

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activities approved by the membership. f. Undertake no activity not specifically planned to fulfill an aim in the constitution unless the reason for such activity is approved by a majority of the association.

5. Maintain contact among the membership. If the membership is scattered, issue a regular newsletter.

6. A teachers' association is composed of American citizens. Avoid activities which other respected law-abiding groups avoid. Do not hesitate to attempt activities which are generally considered legitimate for such groups. It is obvious that the timidity of many teachers has resulted in the very unprofessional practice of avoiding controversial political or educational questions in which teachers might be expected to take an interest.

7. Do not force 100 per cent membership. Percentage of eligible membership has been overemphasized vastly by most associations. Not more members, but more members willing to assume responsibility should be the goal of most local teachers' associations.

8. Affiliate, as a group, with state and national organizations whose aims are in sympathy with those of your members. Do your part to make the policies of the state and national organizations workable by following the suggestions of these groups. Utilize their resources. Make such affiliation worthwhile and not merely a paper unity.

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Weaknesses of the Present Study

Timing.-- A noticeably smaller response was obtained from Connecticut than from the other states covered, although the same procedure was followed in all states. In Connecticut, however, the first preliminary letters were mailed out in August, 1948, whereas these letters were mailed to other states in September. Therefore, the lack of response in Connecticut was due probably to the poor decision to send letters in August.

Students contemplating this type of investigation are advised to mail preliminary announcements in September or October, or in March or April. If there are no preliminary announcements, forms should be mailed during these months. All requests for aid to busy people working in education should be timed so that they will not coincide with their busy periods. The preliminary letter to Connecticut was in the possession of respondents during one of the busiest times of the school year, the opening days in September.

On several occasions during the study the timing of follow-up letters was poor. Inquiry forms promised for certain dates were held up for several weeks. Unless inquiry forms are prepared at the time preliminary letters are sent, it is best to promise forms or letters for no specific date. Use the phrase, "when ready" or "as soon as completed."

Weaknesses in the forms.-- The second form was composed of very specific and objectively-worded items. Few free responses were called for. This format is advised.

The first form contained several items which were of relatively little value in reporting results. Also, a large number of free-response items were included. While such items provide material of incidental interest, they can be treated only subjectively. Accordingly, they should be kept to a minimum.

The statistic.-- The writer feels that the critical ratio may not always be an adequate device for showing differences in a study of this type. Possibly it was not far out of line in the comparisons made in this study. However, the size of the standard error is dependent in the formula upon the number of cases sampled. As the number of cases becomes less, the error increases. In situations where the sample is a large proportion of the total number of cases, the error actually would not be as large as that listed in Edgarton's Tables and as utilized in the present investigation. In such cases whole percentages are adequate to present the data, and the investigator may confuse himself needlessly by attempting further statistics.

Obviously, there are not as many large local teachers' associations as there are small associations. Therefore, a sample of the same number of cases of both large and

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small associations would not result in the same error.

Since, in the present study, most of the comparisons involved samples of approximately equal populations, this factor was not taken into consideration. However, it should be considered, particularly if comparisons are planned between a sample of a limited population and a sample of a large population.

Needed Research in This Field

The present study may be considered only as a beginning attempt to establish better organizations for teachers. Throughout the study, additional areas of investigation are implied. Some of the studies of teachers' associations which might be of value are the following:

1. Detailed studies of individual associations and comparisons of associations in different geographical regions of the nation are necessary.

2. Score cards or rating scales by which to evaluate the efficiency of local teachers' associations should be developed. The criteria utilized in Chapter Five are only a start.

3. The present study attempted to indicate possible improvements in the present work of local teachers' associations. A profitable thesis might result from an attempt to describe the characteristics of the ideal local teachers' associations.

4. The present written constitutions of local teachers' associations should be analyzed and compared with the present work of these groups. Some indication was shown in the present study that the constitutions, in general, call for considerably more activity than was indicated as being undertaken.

5. The present trend toward integration of specialized groups needs to be determined. A corollary to this is the problem of determining how much breaking up of all-inclusive organizations is taking place as minorities form their own associations within communities.

6. A comparison should be made of the work of selected teachers' associations established for many years and of selected teachers' associations organized within the past several years.

7. Further study might be undertaken to determine the specific attitudes of heads of local teachers' associations on questions relating to the economic status of teachers.

8. A study should be undertaken to determine the extent to which the leadership of local teachers' associations reflects the actual ideas of the memberships.

9. The specific locations of locals of the American Federation of Teachers should be determined and a comparison made of the local work of these groups with the local work of traditional-type local teachers' associations.

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8. A study should be undertaken to determine the extent to which the membership of local teachers' associations reflects the actual ideas of the membership.

9. The specific location of locals of the American Federation of Teachers should be determined and a comparison made of the local work of these groups with the local work of traditional-type local teachers' associations.

APPENDIX

APPENDIX

The local teachers' associations which participated in this study are listed below. The number of members in each group, as indicated by the association, is given in parentheses to the right of each association named. The figure "1" in column (A) to the left of an association indicates that the association cooperated by completing both Inquiry Forms No. 1 and No. 2. The figure "2" in column (B) to the left of an association indicates that the superintendent of schools in this area cooperated by completing Inquiry Form No. 2.

A	B	Name of Association
		Connecticut
1	2	Berlin Teachers' Association (37)
		Bristol Education Association (250)
		Canton Teachers Association (29)
1	2	Coventry-Tolland-Willington Education Association (28)
		Danbury Teachers' Association (116)
1		East Haddam Teachers' Association (24)
		East Hampton Teachers' Club (29)
1	2	East Haven Teachers' League (30)
1		Fairfield Education Association (197)
		Farmington Teachers Association (50)
1		Glastonbury Education Association (57)
		Greenwich Teachers Association (248)
1		Groton Teachers Association (120)
	2	Guilford Teachers' Club (39)
		Lebanon Teachers' Association (13)
		Manchester Education Association (180)
		Mansfield Teachers Association (18)
1	2	Meriden Teachers' Association (191)

(Connecticut-continued)

The local teachers' associations which participated in this study are listed below. The number of members in each group, as indicated by the association, is given in parentheses to the right of each association named. The figure "1" in column (A) to the left of an association indicates that the association cooperated by completing both Inquiry Form No. 1 and No. 2. The figure "2" in column (B) to the left of an association indicates that the superintendent of schools in this area cooperated by completing Inquiry Form No. 2.

A	B	Name of Association
		Connecticut
1	2	Berlin Teachers' Association (27)
		Bristol Education Association (230)
		Canton Teachers Association (28)
1	2	Coventry-Tolland-Willington Education Association (28)
		Danbury Teachers' Association (118)
1		East Haddam Teachers' Association (24)
		East Hampton Teachers' Club (29)
1	2	East Haven Teachers' League (30)
1		Fairfield Education Association (127)
		Farmington Teachers Association (80)
1		Glastonbury Education Association (27)
		Greenwich Teachers Association (248)
1		Groton Teachers Association (130)
	2	Guilford Teachers' Club (29)
		Lebanon Teachers' Association (13)
		Manchester Education Association (130)
		Mansfield Teachers Association (18)
1	2	Meriden Teachers' Association (181)

(Connecticut-continued)

A	B	Name of Association
1	2	Middletown (City) Teachers' Club (76)
1	2	Middletown (Town) Teachers' Association (76)
1	2	Milford Teachers League (163)
1	2	New Britain Federation of Teachers, American Federation of Teachers (280)
1	2	New Canaan Teachers' Association (61)
1	2	New Haven Teachers League (750)
		Newington Teachers' Association (50)
		New London Education Association (176)
1		North Branford Teachers' Association (10)
1		Norwich Suburban Education Association (44)
		Plymouth Teachers Association (34)
1	2	Ridgefield Teachers Association (33)
		Southington Teachers Club (73)
1		Stamford Teachers Association (402)
1	2	Thomaston Education Association (32)
		Torrington Teachers' Association (166)
1	2	Wallingford Education Association (100)
		Waterford Education Association (36)
1	2	Watertown Teachers Association (69)
1	2	West Hartford Teachers' Association (217)
		Westport Teachers League (103)
		Wethersfield Teachers League (73)
1		Windsor Locks Teachers' Association (18)

A	B	Name of Association
I	S	Middletown (City) Teachers' Club (78)
I	S	Middletown (Town) Teachers' Association (78)
I	S	Milford Teachers League (188)
I	S	New British Federation of Teachers, American Federation of Teachers (280)
I	S	New Canaan Teachers' Association (81)
I	S	New Haven Teachers League (750)
		Newington Teachers' Association (30)
		New London Education Association (178)
I		North Branford Teachers' Association (10)
I		Norwich Suburban Education Association (44)
		Plymouth Teachers Association (34)
I	S	Ridgefield Teachers Association (38)
		Southington Teachers Club (73)
I		Stamford Teachers Association (402)
I	S	Thomaston Education Association (32)
		Torrington Teachers' Association (186)
I	S	Wallingford Education Association (100)
		Waterford Education Association (36)
I	S	Watertown Teachers Association (89)
I	S	West Hartford Teachers' Association (217)
		Westport Teachers League (103)
		Wethersfield Teachers League (73)
I		Windsor Locks Teachers' Association (18)

A	B	Name of Association
		Maine
1	2	Bangor Teachers' Club (175)
1		Bar Harbor Teachers' Club (27)
1	2	Bath Teachers' Club (96)
		Belfast Teachers' Club (41)
		Samoset Teachers' Club, Boothbay Region (36)
		Brunswick and Topsham Teachers Association (80)
1		Buckfield Teachers' Club (11)
		Bucksport Teachers' Club (29)
1		Calais Teachers' Club (30)
1	2	Camden Teachers' Association (33)
1	2	Cape Elizabeth Faculty Club (30)
		Dexter Teachers' Club (46)
		Ellsworth Teachers' Club (35)
		Fairfield-Benton Teachers Club (37)
1	2	Gardiner Teachers' Club (73)
1	2	Gorham Teachers' Club (50)
		Jay-Wilton Teachers' Association (37)
		Kittery Teachers' Association (30)
1	2	Machias Valley Teachers Club (44)
		Madison Teachers' Club (41)
1		Massebessic Teachers' Association (40)
		Millinocket Teachers' Club (60)
1	2	Old Orchard Beach Teachers' Association (32)
1	2	Penobscot Bay Teachers' Association (60)

(Maine-continued)

A	B	Name of Association
		Maine
I	S	Bangor Teachers' Club (176)
I		Bar Harbor Teachers' Club (27)
I	S	Bath Teachers' Club (56)
		Belfast Teachers' Club (41)
		Damascot Teachers' Club, Boothbay Region (36)
		Brunswick and Topsham Teachers Association (80)
I		Buckfield Teachers' Club (11)
		Bucksport Teachers' Club (29)
I		Calais Teachers' Club (30)
I	S	Camden Teachers' Association (33)
I	S	Cape Elizabeth Faculty Club (30)
		Dexter Teachers' Club (46)
		Ellsworth Teachers' Club (32)
		Fairfield-Benton Teachers Club (37)
I	S	Gardiner Teachers' Club (73)
I	S	Gorham Teachers' Club (30)
		Ley-Wilton Teachers' Association (37)
		Kittery Teachers' Association (30)
I	S	Machias Valley Teachers Club (44)
		Madison Teachers' Club (41)
I		Massebesaic Teachers' Association (40)
		Millinocket Teachers' Club (80)
I	S	Old Orchard Beach Teachers' Association (32)
I	S	Penobscot Bay Teachers' Association (80)

(Maine-continued)

A	B	Name of Association
1	2	Pioneer Teachers Club, Lee (22)
1		Portland Teachers Association (465)
		Riverside Teachers' Club (34)
1	2	Rockland Teachers' Association (60)
		Saco Teachers Association (47)
		Sandy River Educational Association, Farmington (40)
		Sanford-Springvale Teachers Association (80)
	2	Scarborough Teachers' Association (36)
1	2	Sednec Teachers' Club, Carmel and environs, (29)
1	2	Skowhegan Educational Association (51)
1	2	Tri-Town Teachers' Club, Norway, Oxford, and Waterford (52)
		Union No. 22, Five-Town Teachers' Club (towns not supplied) (23)
1	2	Union No. 30 Teachers' Club, Lisbon, Durham, Webster, Bowdoin (35)
		Union No. 40 S.K.F (towns not supplied) (24)
1		Union No. 51 Local Teachers' Association, Windsor, Whitefield, Somerville, Chelsea, Alna (26)
1		Union No. 62 Teachers' Club, Guilford, Sangerville, Parkman, Wellington (38)
1	2	Union No. 79, The Seventy and Nine Club (towns not supplied) (30)
1	2	Union No. 81 Teachers' Club, Corinna, Detroit, Newport, Plymouth (39)
1	2	Union No. 90 Teachers Club, Milford, Bradley, Passadumkeag, Enfield, West Enfield (33)

(Maine-continued)

A	B	Name of Association
I	2	Pioneer Teachers Club, Lee (82)
I		Portland Teachers Association (465)
		Riverside Teachers' Club (24)
I	2	Rockland Teachers' Association (60)
		Saco Teachers Association (47)
		Sandy River Educational Association, Farming-ton (40)
		Sanford-Springvale Teachers Association (80)
	2	Scarborough Teachers' Association (28)
I	2	Sedmes Teachers' Club, Dorcal and environs, (29)
I	2	Skowhegan Educational Association (31)
I	2	Tri-Town Teachers' Club, Norway, Oxford, and Waterford (82)
		Union No. 22, Five-Town Teachers' Club (towns not supplied) (23)
I	2	Union No. 30 Teachers' Club, Lisbon, Durham, Webster, Bowdoin (38)
		Union No. 40 P.K.T (towns not supplied) (24)
I		Union No. 81 Local Teachers' Association, Windsor, Whitefield, Somerville, Chelsea, Alna (28)
I		Union No. 82 Teachers' Club, Guilford, Sangerville, Patmen, Wellington (28)
I	2	Union No. 75, The Seventy and Nine Club (towns not supplied) (30)
I	2	Union No. 81 Teachers' Club, Cornina, Detroit, Newport, Plymouth (28)
I	2	Union No. 90 Teachers Club, Milford, Bradley, Passadumkeag, Enfield, West Enfield (23)

(Maine-continued)

A	B	Name of Association
	2	Union No. 96 Teachers' Club, Sorrento, Hancock, Steuben, Gouldsboro, Sullivan, Winter Harbor (36)
		Union No. 98 Teachers Association (towns not supplied) (56)
1	2	Union No. 131 Teachers' Club, Hampden, Hermon, Levant (45)
		Upper Aroostook Valley Teachers Club, Ashland (32)
	2	Woolwich Teachers' Club (12)
		York Teachers' Club (30)
		Massachusetts
		Acton Teachers' Association (23)
1	2	Agawam Teachers Club (67)
	2	Amherst-Pelham Teachers' Association (65)
		Barnstable Teachers Club (73)
1	2	Bellingham Teachers' Association (25)
1	2	Boston Teachers' Alliance (2000)
		Cambridge Teachers Club (350)
1	2	Dalton Teachers Association (33)
1	2	Dartmouth Teachers Association (64)
		Dracut Teachers' Club (42)
	2	East Bridgewater Teachers Club (32)
1	2	Easthampton Teachers' Association (54)
		Franklin Teachers' Club (55)
1	2	Gloucester Teachers Association (178)
1	2	Hamilton Teachers' Club (25)

(Massachusetts-continued)

A	B	Name of Association
	S	Union No. 98 Teachers' Club, Sorrento, Hancock, Steuben, Houlsboro, Sullivan, Water Harbor (36)
		Union No. 98 Teachers Association (towns not supplied) (36)
I	S	Union No. 127 Teachers' Club, Hampden, Herron, Levant (49)
		Upper Arrowrock Valley Teachers Club, Ashland (32)
	S	Woodlawn Teachers' Club (12)
		York Teachers' Club (30)

Massachusetts

		Acton Teachers' Association (23)
I	S	Agawam Teachers Club (87)
	S	Amherst-Pelham Teachers' Association (63)
		Barnstable Teachers Club (73)
I	S	Bellingham Teachers' Association (28)
I	S	Boston Teachers' Alliance (3000)
		Cambridge Teachers Club (380)
I	S	Dalton Teachers Association (83)
I	S	Dartmouth Teachers Association (64)
		Dracut Teachers' Club (42)
	S	East Bridgewater Teachers Club (32)
I	S	Eastampton Teachers' Association (64)
		Franklin Teachers' Club (83)
I	S	Gloucester Teachers Association (178)
I	S	Hamilton Teachers' Club (23)

(Massachusetts-continued)

A	B	Name of Association
1	2	Hatfield Teachers' Association (19)
		Holbrook Teachers Association (28)
1	2	Holliston Teachers Club (23)
		Hopedale Teachers Association (25)
		Hull Teachers' Club (21)
		Ipswich Teachers' Club (42)
		Lancaster Teachers' Association (17)
1	2	Leominster Teachers' Association (128)
		Lincoln Teachers' Club (13)
1	2	Lynn Teachers' Association (359)
1	2	Manchester Teachers Club (22)
		Marblehead Teachers Association (99)
		Marlboro Teachers Association (68)
		Medfield Teachers Club (19)
1		Montague Teachers' Association (52)
		Needham Teachers' Club (108)
		New Bedford Teachers' Association (487)
1	2	Newton Teachers Federation (490)
		Northampton Teachers Association (140)
1	2	Norwell Teachers Club (17)
1	2	Orange Teachers' Association (41)
		Palmer Teachers' Association (49)
1	2	Quincbequin Teachers Club (22)
1	2	Reading Teachers Club (79)

(Massachusetts-continued)

A	B	Name of Association
I	S	Hatfield Teachers' Association (19)
		Holbrook Teachers Association (28)
I	S	Holliston Teachers Club (23)
		Hopedale Teachers Association (28)
		Hull Teachers' Club (21)
		Ipswich Teachers' Club (42)
		Lancaster Teachers' Association (17)
I	S	Leominster Teachers' Association (128)
		Lincoln Teachers' Club (13)
I	S	Lynn Teachers' Association (389)
I	S	Manchester Teachers Club (22)
		Marblehead Teachers Association (99)
		Marlboro Teachers Association (68)
		Medfield Teachers Club (19)
I		Montague Teachers' Association (32)
		Needham Teachers' Club (109)
		New Bedford Teachers' Association (487)
I	S	Newton Teachers Federation (490)
		Northampton Teachers Association (140)
I	S	Norwell Teachers Club (17)
I	S	Orange Teachers' Association (41)
		Palmer Teachers' Association (48)
I	S	Quincy Teachers Club (28)
I	S	Reading Teachers Club (78)

(Massachusetts-continued)

A	B	Name of Association
1	2	Revere Teachers' Club (200)
		Salem Teachers Association (160)
1	2	Sharon Teachers' Association (37)
1		Sherborn Teachers' Club (9)
1	2	Somerset Teachers Club (43)
		South Hadley-Gramby Teachers' Club (56)
		Spencer Teachers' Association (34)
1	2	Sutton Teachers Club (19)
1	2	Swampscott Teachers Association (75)
1	2	Union No. 13 Teachers' Club, Buckland, Colrain, Shelburne (41)
1	2	Union No. 64 Teachers Association, Nashoba (46)
1	2	Uxbridge Teachers Association (44)
1	2	Wakefield Teachers Club (120)
1		Waltham Teachers' Association (250)
1	2	Wareham Teachers Club (55)
	2	Webster-Dudley Teachers' Association (79)
		Wenemesane Teachers Club, Newbury, West Newbury, Salisbury, Merrimac (50)
		Westboro Teachers' Club (31)
1		Westford Teachers Association (34)
		Westport Teachers Association (30)
		Westwood Teachers Club (36)
1	2	Winchester Teachers Club (115)

A	B	Name of Association
I	S	Revere Teachers' Club (200)
		Salem Teachers Association (180)
I	S	Sharon Teachers' Association (37)
I		Sherborn Teachers' Club (8)
I	S	Somerset Teachers Club (42)
		South Hadley-Granby Teachers' Club (56)
		Spencer Teachers' Association (34)
I	S	Sutton Teachers Club (19)
I	S	Swampscott Teachers Association (76)
I	S	Union No. 13 Teachers' Club, Brookland, Colrain, Shelburne (41)
I	S	Union No. 64 Teachers Association, Measboba (46)
I	S	Uxbridge Teachers Association (44)
I	S	Wakefield Teachers Club (180)
I		Waltham Teachers' Association (280)
I	S	Wareham Teachers Club (38)
	S	Webster-Dudley Teachers' Association (78)
		Wenmesane Teachers Club, Newbury, West Newbury, Salisbury, Merrimac (80)
		Westboro Teachers' Club (31)
I		Westford Teachers Association (84)
		Westport Teachers Association (30)
		Westwood Teachers Club (36)
I	S	Winchester Teachers Club (118)

A	B	Name of Association
		New Hampshire
1		Berlin Teachers' Association (62)
		Claremont Teachers' Council (60)
1	2	Concord Teachers' Association (154)
		Dover Teachers' Association (72)
1	2	Groveton Teachers Association (22)
1	2	Hanover Teachers Club (55)
		Keene Teachers' Association (89)
1	2	Nashua Teachers' Club (163)
1	2	Portsmouth Teachers Association (140)
		Rochester Teachers Association (70)
1	2	Salem Teachers Association (29)
1	2	Union No. 14 Teachers' Association, Epping and environs (45)
		Union No. 16 Teachers' Council, Exeter (56)
		Union No. 21 Teachers' Council, Hampton (45)
		Union No. 36, Chocorua Teachers Club (37)
1	2	Union No. 46 Teachers' Association, Penacook, Boscawin, Salisbury, Andover, Wilmot, Loudon, Chichester (54)
1	2	Union No. 47 Teachers' Association, Peterborough, Dublin, Hancock, Jaffrey, Rindge (66)
1	2	Wolfeboro Teachers' Association (15)

A	B	Name of Association
		New Hampshire
I		Berlin Teachers' Association (62)
		Claremont Teachers' Council (60)
I	2	Concord Teachers' Association (164)
		Dover Teachers' Association (72)
I	2	Groveton Teachers Association (22)
I	2	Hanover Teachers Club (56)
		Keene Teachers' Association (89)
I	2	Nashua Teachers' Club (185)
I	2	Portsmouth Teachers Association (140)
		Rochester Teachers Association (70)
I	2	Salem Teachers Association (29)
I	2	Union No. 14 Teachers' Association, Epping and environs (46)
		Union No. 16 Teachers' Council, Exeter (56)
		Union No. 21 Teachers' Council, Hampton (46)
		Union No. 36, Chocorua Teachers Club (37)
I	2	Union No. 46 Teachers' Association, Tamaseek, Boscawin, Salisbury, Andover, Wilmot, Loudon, Chichester (64)
I	2	Union No. 47 Teachers' Association, Peterborough, Rublin, Hancock, Jaffrey, Rindge (86)
I	2	Wolfeboro Teachers' Association (18)

A	B	Name of Association
		New York
1	2	Albany County No. 3 Teachers' Association (150)
		Amherst Teachers' Association (117)
1		Berlin Central Teachers Association (25)
		Brewster Teachers' Association (24)
1		Briarcliff Teachers Association (26)
		Broome County No. 3 Teachers' Association, Maine (156)
1		Buffalo Teachers Federation, Inc. (2500)
		Canastota Public School Teachers Association (50)
1	2	Cattaraugus Central School Teachers' Association (38)
1		Cazenovia teachers' group (no official name) (54)
		Central School District No. 1 Teachers' Association, Hyde Park, Poughkeepsie, Pleasant Valley, (67)
		Central School District No. 9 Teachers' Association, Corning (65)
1	2	Chazy Teachers' Association (23)
		Clifton-Fine Central School Teachers' Association, Fine, Clifton, Pitcairn, Russell (33)
		Clinton Teachers Association (55)
		Clymer Central School Faculty Club (26)
1	2	Copenhagen Central School Teachers' Association (24)
1	2	Croton Teachers' Association, Croton-on-Hudson (43)

(New York-continued)

A	B	Name of Association
		New York
I	S	Albany County No. 3 Teachers' Association (150)
		Amherst Teachers' Association (117)
I		Berlin Central Teachers Association (28)
		Brewster Teachers' Association (24)
I		Briarcliff Teachers Association (28)
		Broome County No. 3 Teachers' Association, Maine (128)
I		Buffalo Teachers Federation, Inc. (2300)
		Canastota Public School Teachers Association (30)
I	S	Cattaraugus Central School Teachers' Association (38)
I		Cazenovia Teachers' Group (no official name) (64)
		Central School District No. 1 Teachers' Association, Myrtle Park, Poughkeepsie, Pleasant Valley, (67)
		Central School District No. 3 Teachers' Association, Corning (68)
I	S	Chiefy Teachers' Association (28)
		Clifton-Fine Central School Teachers' Association, Fine, Clifton, Tiboutex, Russell (38)
		Clinton Teachers Association (88)
		Cyrus Central School Faculty Club (88)
I	S	Copenhagen Central School Teachers' Association (24)
I	S	Croton Teachers' Association, Croton-on-Hudson (42)

(New York-continued)

A	B	Name of Association
		East Aurora Public Schools Faculty Club (92)
		East Islip Union School Teachers' Association (32)
1	2	East Rochester Teachers' Association (64)
1		Eden Central School Teachers' Association (40)
1	2	Endicott Teachers' Association (239)
1	2	Fulton Teachers Association (100)
1	2	Geneva Teachers' Association (105)
1	2	Gloversville Teachers' Association (163)
1	2	Gorham Faculty Club (28)
1	2	Gowanda Teachers Association (43)
	2	Harrison Teachers' Association (81)
1	2	Haverling Teachers' Association, Bath (49)
		Huntington, Associated Teachers of (152)
		Katonah Teachers Association (26)
1		Kenmore Teachers Association (350)
1	2	Kingston Teachers Association (170)
1	2	Lake Shore Area Teachers Association, Fredonia and environs (25)
1	2	Lewis County No. 1 Teachers Association (72)
1		Long Beach Classroom Teachers Association (130)
1		Lynbrook Teachers Association (98)
1	2	Mamaroneck Teachers Association (172)
		Mechanicville Teachers Association (74)
		Mineola Public School Teachers Association (120)

(New York-continued)

A	B	Name of Association
		East Aurora Public School Faculty Club (92)
		East Islip Union School Teachers' Association (32)
I	S	East Rochester Teachers' Association (64)
I		Eden Central School Teachers' Association (40)
I	S	Endicott Teachers' Association (238)
I	S	Fulton Teachers Association (100)
I	S	Geneva Teachers' Association (108)
I	S	Gloversville Teachers' Association (183)
I	S	Gorham Faculty Club (28)
I	S	Gowanda Teachers Association (43)
	S	Harrison Teachers' Association (81)
I	S	Havertling Teachers' Association, Bath (49)
		Huntington, Associated Teachers of (182)
		Katonah Teachers Association (28)
I		Kenmore Teachers Association (380)
I	S	Kingston Teachers Association (170)
I	S	Lake Shore Area Teachers Association, Freedonia and environs (28)
I	S	Levis County No. 1 Teachers Association (72)
I		Long Beach Classroom Teachers Association (130)
I		Lynbrook Teachers Association (98)
I	S	Mamaroneck Teachers Association (172)
		Manhasset Teachers Association (74)
		Mineola Public School Teachers Association (180)

(New York-continued)

A	B	Name of Association
1	2	Mohawk Teachers' Association (40)
		Morrisonville Teachers Association (10)
		Nassau County No. 1 Teachers Association (400)
1	2	Nassau County No. 2 Teachers Association (950)
		Newark Valley Central School Teachers' Association (39)
		Newburgh Teachers Association (215)
1		Niagara Falls Teachers' Association (517)
	2	Nyack Faculty Association (71)
		Oneida City Teachers Association (83)
		Oneida County No. 1 Teachers Association (190)
1	2	Otsego County No. 4 Teachers Association, (81)
1		Oyster Bay Faculty Council (49)
1	2	Pine Bush Teachers' Association (30)
1	2	Portville Central Faculty Club (37)
		Ramapo Central District Teachers Association, Suffern (75)
		Roeliff-Jansen Central School District Faculty Association, Hillsdale (41)
1		Roosevelt Classroom Teachers Association (37)
1		Roscoe Teachers Association (24)
1	2	Salamanca Teachers Association (72)
		Sandy Creek Teachers' Association of District No. 1 (44)
		Saranac Lake Teachers Association (56)
		Scio Central School Teachers Association (20)

(New York-continued)

A	B	Name of Association
I	2	Nobark Teachers' Association (40)
		Morrisonville Teachers Association (10)
		Nassau County No. 1 Teachers Association (400)
I	2	Nassau County No. 2 Teachers Association (250)
		Newark Valley Central School Teachers' Association (38)
		Newburgh Teachers Association (218)
I		Niagara Falls Teachers' Association (317)
	2	Nyack Faculty Association (71)
		Oneida City Teachers Association (85)
		Oneida County No. 1 Teachers Association (190)
I	2	Otsego County No. 4 Teachers Association (81)
I		Oyster Bay Faculty Council (49)
I	2	Pine Bush Teachers' Association (30)
I	2	Portville Central Faculty Club (37)
		Ramapo Central District Teachers Association, Suffern (78)
		Rodliff-Lenaen Central School District Faculty Association, Hillsdale (41)
I		Roosevelt Classroom Teachers Association (37)
I		Roscoe Teachers Association (24)
I	2	Salamanca Teachers Association (72)
		Sandy Creek Teachers' Association of District No. 1 (44)
		Saranac Lake Teachers Association (58)
		Scio Central School Teachers Association (20)

(New York-continued)

A	B	Name of Association
		Sodus Central Faculty Club (44)
		Southampton Teachers Association (50)
1	2	South Glens Falls Central School Teachers' Association (50)
1		South New Berlin Faculty Association (16)
1		South Otselic Teachers Association (18)
1		Southwestern Central School Teachers Association, Celoron (76)
1	2	Stamford Teachers Association (Rural) (26)
		Syracuse Suburban Teachers' Association (54)
		Ticonderoga Teachers Association (41)
		Van Hornesville Teachers Association (22)
		Wallkill Teachers Association (39)
1	2	Wappingers Central School District Faculty Association, Wappingers Falls (63)
1	2	Warren County No. 1 Teachers Association (120)
1	2	Washington Irving Teachers Association, Tarrytown (57)
		Waterford Teachers Association (42)
1	2	Waterloo Faculty Association (49)
		Westchester County No. 2 Teachers Association, White Plains (382)
		Westhampton Beach Teachers Association (24)
1	2	West Valley Teachers' Association (18)
1		White Plains Teachers Association (310)
1		Whitney Point Classroom Teachers Association (40)

A	B	Name of Association
		Bodie Central Faculty Club (44)
		Bethlehem Teachers Association (30)
1	2	South Grand Falls Central School Teachers' Association (80)
1		South New Berlin Faculty Association (18)
1		South Olympia Teachers Association (18)
1		Southwestern Central School Teachers Association, Coleton (76)
1	2	Stamford Teachers Association (Rural) (28)
		Syracuse Suburban Teachers' Association (54)
		Tioga Center Teachers Association (41)
		Van Norrisville Teachers Association (32)
		Watkins Teachers Association (30)
1	2	Wappingers Central School District Faculty Association, Wappingers Falls (62)
1	2	Warren County No. 1 Teachers Association (130)
1	2	Washington Irving Teachers Association, Tarrytown (87)
		Watertown Teachers Association (49)
1	2	Wayneboro Faculty Association (49)
		Westchester County No. 2 Teachers Association, White Plains (362)
		Westhampton Beach Teachers Association (24)
1	2	West Valley Teachers' Association (18)
1		White Plains Teachers Association (310)
1		Whitney Point Classroom Teachers Association (40)

A	B	Name of Association
		Rhode Island
		Bristol Teachers' Association (70)
		Central Falls Teachers' Association (77)
1	2	Coventry Teachers Association (42)
1	2	Cranston Teachers Association (320)
		Cumberland Teachers Association (52)
	2	East Greenwich Teachers' Association (34)
1	2	East Providence Teachers' Association (200)
1	2	Hopkinton Teachers Association (21)
	2	Johnston Teachers Association (61)
1		Little Compton Teachers' Association (15)
1	2	Narragansett Teachers' Association (13)
		North Kingstown Teachers Association (62)
		North Providence Teachers' Association (58)
		Middletown Teachers Association (30)
1		Pawtucket Teachers' Alliance, American Federation of Teachers (423)
		Tiverton Teachers' Association (32)
1		West Warwick Teachers' Alliance, American Federation of Teachers, Local 1017, American Federation of Labor (60)
1	2	Warren Teachers' Association (49)

A	B	Name of Association
		Rhode Island
		Bristol Teachers' Association (70)
		Central Falls Teachers' Association (77)
I	S	Coventry Teachers Association (42)
I	S	Cranston Teachers Association (380)
		Cumberland Teachers Association (52)
	S	East Greenwich Teachers' Association (34)
I	S	East Providence Teachers' Association (200)
I	S	Hopkinton Teachers Association (21)
	S	Johnston Teachers Association (81)
I		Little Compton Teachers' Association (15)
I	S	Narragansett Teachers' Association (15)
		North Kingstown Teachers Association (52)
		North Providence Teachers' Association (58)
		Middletown Teachers Association (30)
I		Pawtucket Teachers' Alliance, American Federation of Teachers (423)
		Tiverton Teachers' Association (32)
I		West Warwick Teachers' Alliance, American Federation of Teachers, local 1017, American Federation of Labor (60)
I	S	Warren Teachers' Association (48)

A	B	Name of Association
		Vermont
		Addison-Rutland Teachers' Association, Orivell (36)
		Bennington Graded School Teachers' Association (38)
1	2	Brattleboro Teachers' Association (74)
1	2	Caledonia Supervisory Union, Teachers of, Danville, Barnet, Peacham, Stannard, Walden (30)
		Chittenden Central District Teachers' Group (50)
		Essex-Caledonia Classroom Teachers' Association (29)
1	2	Fair Haven Teachers' Association (23)
1	2	Montpelier Teachers' Association (50)
		Northeastern Vermont Teachers' Association, Newport (50)
		Randolph-Braintree-Brookfield Classroom Teachers' Association (23)
1	2	Rockingham-Westminister Teachers' Association, Bellows Falls (59)
1		Rutland Teachers' Association (58)
1		St. Albans Teachers' League (44)
1	2	Windham-South District Teachers' Association, Putney, Vernon, Dummerstan, Halifax, Guilford (30)
1		Windham Southwest District Teachers' Association (29)
1	2	Windsor Southwest District Teachers' Association (44)

Preliminary letter sent to all associations sampled.

Boston University
School of Education
August 20, 1948

Under the direction of Dr. Roy O. Billett, Boston University, I am studying the characteristics of local teachers' associations in New England and New York. Every effort is being made to obtain the cooperation of a maximum number of representative local associations.

This letter is addressed to you because, as an officer of a local teachers' association, your participation in the study will help us to obtain valid conclusions.

The study is an attempt to provide answers to two questions.

1. What are the aims, activities, and forms of organization of local teachers' associations?

2. What characteristics of local teachers' associations are considered most desirable by administrators, teachers, and local association officials?

Your cooperation would consist of: 1) Filling out, as completely as possible, a comprehensive inquiry form to be mailed in September, and, 2) Possible completion of a short inquiry form in January, 1949.

All information on individual teachers' associations will be held by me in the strictest confidence. We are interested only in trends, in group characteristics.

If you, or another official of your association, are willing to participate in the study, please complete and return the enclosed postal card.

Sincerely yours,

Frank L. Steeves
Instructor in Education

Enclosure

Preliminary letter sent to all associations queried.

Boston University
School of Education
August 20, 1948

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If you, or another official of your association, are willing to participate in the study, please complete and return the enclosed postal card.

Sincerely yours,

Frank L. Stevens
Instructor in Education

Enclosure

Postal card enclosed with preliminary letter.

1. I would like my association to be included in a study of local teachers' associations in New England and New York.

   Name: _____
   Official Title: _____
   Name of Association: _____
   _____
   Address: _____

2. My reaction to this study is: _____
   _____
   _____
   _____
   _____
   _____

All materials self-addressed.

FRANK L. STEEVES
BOSTON UNIVERSITY
SCHOOL OF EDUCATION
84 EXETER STREET
BOSTON, MASS.

Enclosure with preliminary letter.

Used only in Vermont and Rhode Island.

I am very sorry that in Vermont and Rhode Island I could not address this letter to you personally as the local association president. However, mailing lists of local education associations have not been obtainable in these States, and this very impersonal approach is necessary that I may contact you at all. Your State Department of Education advised this procedure.

I hope you will perceive the value of such a study at this time and will be willing to cooperate for your group. A summary of the results of the study will be given to participating local associations before the school year 1949-1950 for their use.

Very truly yours,

Frank L. Steeves
Instructor in Education

Enclosure with preliminary letter to New Hampshire only.

November 3, 1948

New Hampshire
Dear Local President:

This study is being conducted in New Hampshire with the full cooperation of Mr. John H. Starie, Executive Secretary of the New Hampshire State Teachers' Association.

Over three-hundred local associations are now participating. This, however, is the first notice sent to local presidents in New Hampshire. I hope you will agree to participate, both for the value of the results, a summary of which will be given to you, and for the contribution which you may be able to make to other groups.

Thank you very much.

Frank L. Steeves
Instructor in Education

November 3, 1948

New Hampshire
Dear Local President:

This study is being conducted in New Hampshire with the full cooperation of Mr. John H. Steele, Executive Secretary of the New Hampshire State Teachers' Association.

Over three-hundred local associations are now participating. This, however, is the first notice sent to local presidents in New Hampshire. I hope you will agree to participate, both for the value of the results, a summary of which will be given to you, and for the contribution which you may be able to make to other groups.

Thank you very much.

Frank L. Steeves
Instructor in Education

First follow-up letter.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

You were recently sent a letter asking for your cooperation in a study of the characteristics of local teachers' associations, now being undertaken by me at Boston University.

If it were possible for me to visit and talk personally with you, the difficulty of convincing you of the value of this study would be considerably lessened. However, this seemingly impersonal correspondence via duplicated letter is the only feasible method of reaching the many hundreds of participants in a study of this type. I must ask you to excuse the impersonal approach and trust that the value of the results of this study will invite your participation.

The study of teachers' organizations is one of the most neglected areas in educational research. This study is the only attempt now being made to compile data on that most important teachers' group, the local association.

You, as a president or past president of a local teachers' association, are in a position to supply us with some information which is obtainable in no way but through your cooperation. Whatever the conclusions we reach in this study, they will not be as complete as they might be if information concerning your local association is included.

The enclosed postal card is for your convenience in replying. I hope you will consider this study important enough to merit your consideration.

Very truly yours,

Frank L. Steeves
Instructor in Education

Enclosure

Second follow-up letter.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

414

Over three hundred local association presidents have expressed their willingness to participate in my study of the characteristics of local teachers' associations. While this total is adequate, it is not complete, and your participation would increase the confidence which teachers can place in the results.

You may not have responded to my two previous letters because you do not wish to cooperate in any such undertaking until you know more about it. A number of questions have come to me, the answers to which I hope will invite your cooperation.

1. Why is this study being undertaken? This study is my Doctorate Thesis at the Boston University School of Education. I believe this study to be both valuable and timely. It's defense rests in its value to the participating associations and to teachers in general.

2. Will participating local associations receive a summary of the results? All participating associations will receive a summary of the study before the school year 1949-1950.

3. Have the State teachers' associations and the National Education Association been notified of the study? Most of the State teachers' organizations are cooperating actively in the study. The National Education Association Research Department has been notified and has provided me with valuable information and criticism.

4. What does "participation" actually mean? Willingness to participate means that you are willing to complete a comprehensive inquiry form intended to give a picture of the present organization, activities, and aims of your local association. A short inquiry form will also be submitted to selected local association presidents intended to evaluate certain of these characteristics.

I would be willing to answer any other questions. This letter is addressed to you as President or Past-President of a participating local association. Possibly you are no longer a member of your association. If so, I would appreciate your return of the enclosed postal card indicating this fact so that I may write to a present officer.

If you are still an active member of your group, I hope you will reconsider your reluctance to participate in this study.

Very truly yours,

Frank L. Steeves
Instructor in Education

Enclosure

Covering letter sent with tentative inquiry form.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

I acknowledge with pleasure your willingness to participate in my study of the characteristics of local teachers' associations. I am certain that a careful, critical analysis of the work of local teachers' associations will be valuable for all of us interested in better organizations for teachers.

Twenty-five of the participating local presidents have been selected to form part of a try-out group who will fill in the inquiry form before it is mailed to the remainder of the participants. The remainder of this critic group is composed of professors of education, teachers, and research workers in education.

You are one of the selected group of twenty-five local association presidents. Please answer the questions on the enclosed form carefully. Note any ambiguities, poorly stated or misleading items. All of your criticisms will be valuable to the revision of the form.

Please return the inquiry form at your earliest convenience. It will be revised immediately to conform with the suggestions of the critic group. Unless major revisions are necessary, you will not be sent another copy of the first inquiry form. If, however, it is necessary to send you a revised form, please understand the necessity of this procedure.

Many of the replies to my preliminary letter indicated that local association presidents would like to have a summary of the results of the study. A summary will be mailed to you before the school year 1949-1950.

Very truly yours,

Frank L. Steeves
Instructor in Education

Enclosure

I acknowledge with pleasure your willingness to participate in my study of the characteristics of local teachers' associations. I am certain that a careful, critical analysis of the work of local teachers' associations will be valuable for all of us interested in better organizations for teachers.

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Many of the replies to my preliminary letter indicated that local association presidents would like to have a summary of the results of the study. A summary will be mailed to you before the school year 1949-1950.

Very truly yours,

Frank L. Steeves
Instructor in Education

Enclosure

FRANK L. STEEVES
BOSTON UNIVERSITY
School of Education

Boston,
Massachusetts
October, 1948

Tentative Inquiry Form

on

The Organization, Activities, and Aims

of

Local Teachers' Associations in New England and New York State

Please make any suggestions for changes, additions, or deletions on the form itself.

Name of Person Criticizing the Form _____

Position _____

FRANK L. STEEVES
BOSTON UNIVERSITY
School of Education

Boston,
Massachusetts
October, 1948

Inquiry Form No. 1

Inquiry Form
on
The Organization, Activities, and Aims of Local Teachers' Associations in New England and New York State

Person or Persons Making This Report	Official Position in Association	Dates of Tenure of Such Position
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

Name of Association _____

Community _____ State _____

Number of Members _____: Men _____ Women _____

Definition and Explanation

This study does not attempt to analyze teachers' organizations which base membership upon grade level of the teacher, on subject taught, on sex, on race, on religion, or on some particular interest.

The term "local teachers' association" as used in this study refers to any non-restrictive organization of classroom teachers and other educational employees working in a single school system or closely integrated group of systems.

This inquiry form contains three parts. Each part consists of questions grouped so as to provide answers to the following questions:

Part I. How are local teachers' associations organized?
Part II. What are they doing and what have they been doing?
Part III. What do they want to do; what are their aims?

Please follow the directions specified for each item. If no check list items are provided or if the given check list items do not apply to your situation, write your answer in the space following the question.

Part I. The Organization of Local Teachers' Associations

A. Please explain why your group is named as it is. For example, why is it called a "club" instead of an "association" or "union"? Why is it called a "union" or an "alliance"? Why an "association"?

B. 1. Are all teachers in the public schools of the geographical area served by your association eligible for membership in the association?
(Encircle one) Yes No

2. If "No" is encircled, to what group is your membership restricted?

Note: If your group is restrictive in nature (i. e. if your answer is "No" to B - 1), you need not complete the rest of this form. The study is limited to local teachers' associations, membership in which is open to all teachers. However, please return the form as filled in up to this point.

3. Are school principals eligible for membership in the association?
(Encircle one) Yes No

4. Is the Superintendent of Schools eligible for membership in the association?
(Encircle one) Yes No

5. Other educational employees eligible for membership in the association.

C. What are the annual dues paid by members? _____

D. How much of the annual dues are retained by the local group, and how much is sent to an affiliated or larger organization of which the local is a part?

1. _____ Retained

2. _____ To Affiliated Organization

E. In what month do you elect officers? _____

F. Are there any special requirements which must be met by members before they may serve as an officer in the association? (Encircle one) Yes No

G. If "Yes" in Item F is encircled, please explain the requirements.

H. Does any particular office require special training? (Encircle one) Yes No

I. If "Yes" in Item H is encircled, please name the office and explain the necessary training.

	Office	Required Training
1.	_____	_____
2.	_____	_____
3.	_____	_____

J. Check the present officers of the association. Give the number of Vice Presidents. (✓)

1. ____ President
2. ____ Vice Presidents (how many)
3. ____ Treasurer
4. ____ Secretary
5. ____ Executive Secretary

Total Number of Officers _____

6. ____ Secretary-Treasurer
7. ____ Others (please name)

_____

_____

_____

K. Check any of the following who are not eligible to serve as officers in the association. (√)

1. ____ Classroom Teachers
2. ____ Department Heads
3. ____ Principals
4. ____ Superintendent
5. ____ Guidance Workers
6. ____ Supervisors
7. ____ Other Educational Employees (please name)

_____

_____

L. Indicate by checking (✓) in the appropriate columns whether your officers are elected or appointed. Name the term of service for which each is elected or appointed. Write in by whom each is elected or appointed.

Officer	Elected	Appointed	Term of Service	By Whom Elected or Appointed
President				
Vice President				
Secretary				
Treasurer				
Executive Secretary				
Other (Name)				

M. Indicate by checking (✓) which officers work on full and which on part time.

Officer	Time	
	Full	Part
President		
Vice President		
Secretary		
Treasurer		
Executive Secretary		
Other (Name)		

N. Indicate by checking ( ) which officers are paid, and if so, the amount.

Officer	Pay		
	Yes	No	Amount
President			
Vice President			
Secretary			
Treasurer			
Executive Secretary			
Other (Name)			

O. Please give the present official school position of each of the present officers. (Classroom teacher, Department head, Principal of High School, etc.)

Officer	Official School Position
President	
Vice President	
Vice President	
Secretary	
Treasurer	
Executive Secretary	
Other (Name)	

P. Which of the following committees are now active in your association? Check (✓).

1. ____ Finance or Salary
2. ____ Social or Entertainment
3. ____ Study or Research
4. ____ Publicity
5. ____ Program
6. ____ Others (Name them)

_____

_____

_____

_____

Q. Does the association employ legal counsel, or is legal counsel available through association affiliations? (Encircle)

1. Employs legal counsel Yes No
2. Legal counsel available Yes No
3. If "Yes" in Q - 2 is encircled, please explain through what affiliated group legal counsel is obtained.

R. Does the association have a written constitution?
(Encircle one) Yes No

S. With which of the following groups is your local association affiliated? Check. (✓)

1. ____ The State Teachers' Association
2. ____ The National Education Association
3. ____ The American Federation of Labor
4. ____ The Congress of Industrial Organization
5. ____ None
6. ____ Other (Name) _____

_____

T. Does affiliation with a larger organization leave local members free to determine local association policies and practices?
(Encircle one) Yes No

U. If "No" is encircled in item T, please explain in what manner you are restricted by your affiliations.

V. On what dates was your association:

1. First founded or organized? _____
2. Organized in its present form? _____

W. What changes in organizational structure have taken place during the following years? (Changes in organizational structure refer to the addition of new officers, a change in the constitution, or added or dropped affiliations.)

Date	Change (s)
1940	
1941	
1942	
1943	
1944	
1945	
1946	
1947	
1948	

Part II. The Activities of Local Teachers' Associations

A. Meetings

1. How often are regular meetings scheduled? _____

2. Where do meetings take place? _____

B. Name several activities officially sponsored by your group during 1947-1948 which were heavily supported by your membership. Use the following numbers to indicate the degree of success of each of these activities: (1) Extremely successful; (2) Quite successful; (3) Moderately successful; (4) Poor success; (5) Failure.

	Activity	Estimated Degree of Success
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

C. Name several activities officially sponsored by your group during 1947-1948 which were supported least by your membership. Rate the success of each of these activities as is indicated in B.

	Activity	Estimated Degree of Success
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

D. 1. During 1947-1948 were your most successful activities planned: Check (✓)

a.____ Before the school year commenced.

b.____ At a meeting immediately after the start of the school year for the purpose of scheduling a program.

c.____ At some time during the year.

2. What is your opinion concerning the relationship between the success of your group's activities and the time when they are planned?

E. 1. During 1947-1948 how was <u>support</u> evidenced by the members of your group? Check (✓).

a.____ Many members were willing to participate actively by giving their time and service.

b.____ A few enthusiastic members were able to carry out the program.

c.____ The membership voted to carry out certain activities, after which the officers carried the activities to their conclusions.

2. What do you think contributed most to the success of undertakings of your group during 1947-1948?

3. What do you think contributed most to the failure of undertakings of your group during 1947-1948?

F. Is your program planned for 1948-1949?
(Encircle one) Yes No

G. If "Yes" is encircled in F, when was the program planned?

H. If "No" is encircled in F, how will your program develop?

I. Name one or more activities in which you engaged in 1947-1948 which was suggested to you through a group with which you are affiliated. Name the affiliated group.

	Activity	Affiliated Group
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

J. Local Publications.

1. Does your local group have a publication? (Encircle one) Yes No

Note: Items 2 through 10 below apply only to those groups which do have a local publication. However, if your group has more than one publication, fill out items 2 through 9 as applied to the publication most often issued and complete item 10 for any other publications.

2. What is the name of your publication?

_____

3. Do you consider it a: Check (✓).

a.____ Newspaper? c.____ Newsletter?

b.____ Magazine? d.____ Other (Name) _____

4. How often is it published?

a.____ Daily c.____ Monthly e.____ Other (Specify)

b.____ Weekly d.____ Occasionally _____

5. To whom is it available? Check (✓).

a.____ Members only

b.____ Others (Specify) _____

_____

6. What methods are used in duplicating it?

b. Is duplicating equipment owned by your teachers' association, or is it borrowed from a local school? Explain.

7. By whom is it printed? Check (✓).

a.____ Members

b.____ Commercial printing shop

c.____ School employees

d.____ Other (Name) _____

8. Check any of the following which apply to the content of your publication.

a.____ Articles are written by members.

b.____ Editorials are written by lay men.

c.____ Editorials are written by officers.

d.____ Social news predominates.

e.____ Reprints or digests of articles appearing in education publications are included.

f.____ The editorial policy is determined by an affiliated group.

g.____ The editorial policy is determined by the members.

h.____ The editorial policy is determined by the elected officers of the association.

i. Further comment concerning the content of your publication

9. a. What is the charge, if any, for single copies of your publication? _____

b. What is the total circulation of your publication?

_____

10. Do you have any further comment or information to add concerning any aspect of the publication referred to in items 1 through 9, or concerning another local publication?

K. Economic Services

1. Check which of the following economic services are available for members. (✓)

a.____ Group insurance

b.____ Credit union

c.____ Emergency loan fund

d.____ Cooperative buying

e.____ Welfare fund

f.____ Other (Specify)

_____

_____

2. Check which types of coverage are provided by group insurance, if available.

a.____ Health and accident

b.____ Hospitalization

c.____ Life

d.____ Other (Specify)

_____

_____

L. Which of the following social and cultural activities were sponsored by your group at the times indicated. Check (✓).

Activity	Previous to 1947	1947-1948	Planned for 1948-1949
Extension courses for teachers			
Lectures by outside speakers			
Group travel			
Study groups			
Fund for needy pupils			
Scholarship fund for worthy students			
Play (s)			
Concert (s)			
Outing (s) or picnic (s)			
Book Club			
Fund for remembrances to sick or deceased members			
Others (Specify)			

M. What is your group doing to induce worthy students to enter the teaching profession?

N. Political Activities

1. Did your association participate officially in any of the following during the times indicated? Check (✓).

Activity	Previous to 1947	1947-1948	Planned for 1948-1949
Officially endorse a candidate or candidates for public office			
Officially work for the passage of local or state legislation relating to education			
Make public official statements on controversial political questions in which teachers might be expected to take an interest			
Other (Explain)			

2. If any items in N - 1 are checked, please give any information you have concerning the outcomes of your participation.

O. Work Stoppage

1. Has your group officially called a work stoppage during the following school years?
(Encircle)

a. 1946-1947 Yes No

b. 1947-1948 Yes No

2. Have so large a proportion of your membership failed to report for work on any single occasion that schools were unable to operate, even though the work stoppage was not official?
(Encircle)

a. 1946-1947 Yes No

b. 1947-1948 Yes No

3. If "Yes" is encircled in either of the two previous items in 0, please explain why the stoppage occurred and what resulted from the action.

Reason for Stoppage	Result

4. Has your group ever threatened a work stoppage without actually stopping work?
(Encircle)

a. 1946-1947 Yes No

b. 1947-1948 Yes No

5. What was the reason for and the result of such a threat?

Reason for Threat	Result

P. During 1947-1948 did your group undertake any activity in cooperation with any of the following groups within the community? Check and indicate activity.

(✓)	Group	Activity
	Parent-Teachers Association	
	YMCA or YWCA	
	A Church	
	American Red Cross	
	League of Women Voters	
	Chamber of Commerce	
	Boy or Girl Scouts	
	Grange	
	Other Teachers' Clubs	
	Daughters of the American Revolution	
	Veterans' Organization	
	Rotary	
	Community Chest	
	Others (Name)	

Q. Public Relations

1. Does your group regularly supply a local newspaper with announcements of group aims and activities?
(Encircle one) Yes No

2. Does your group supply speakers for other community organizations?
(Encircle one) Yes No

3. If "Yes" is encircled in item Q - 2, how many times did speakers from your association address other groups during 1947-1948? _____

4. Does your group invite community leaders to address your meetings?
(Encircle one) Yes No

5. If "Yes" is encircled in item Q - 4, how many times was your association addressed by community leaders during 1947-1948? _____

6. Please explain exactly what your association does officially and publicly in order to maintain cordial understanding and mutual good-will between your association and the rest of the community.

R. Teachers' Salaries -- Has your association taken an official and public stand upon any of the following? (Encircle one)

1. Minimum salaries for teachers	Yes	No
2. Merit ratings for teachers	Yes	No
3. Automatic increments	Yes	No
4. Cost-of-living bonus	Yes	No
5. Other (Specify)		

S. If "Yes" is encircled in item R - 1 through 5, please explain the exact viewpoint of your association.

T. Educational Practices

1. Does your association regularly adopt an official position in matters relating specifically to problems of education in your community, school administration, teaching methods, the curriculum, selection of textbooks, etc? (Encircle one) Yes No

2. If "Yes" is encircled in item T - 1, please name three specific stands taken by your association during 1947-1948.

3. If "No" is encircled in item T - 1, does your association occasionally adopt a position in strictly educational matters?
(Encircle one) Yes No

4. If "Yes" is encircled in item T - 3, name one position adopted in 1947-1948.

Part III. The Aims of Local Teachers' Associations.

A. Do you have a written statement setting forth the aims of your local association?
(Encircle one) Yes No

B. 1. If "Yes " is encircled in item A, did members of your local association prepare the statement of aims?
(Encircle one) Yes No

2. If "No" is encircled in item B - 1, by whom was the statement of aims prepared?

3. How do you justify the use of aims for your local association which were prepared by individuals who are not members?

Note: If you have a printed statement of your local association aims, will you please return it with this inquiry form.

C. Rate the following items for inclusion in the aims of a local teachers' association by placing a check mark (✓) in the appropriate column.

Column A -- signifies a major responsibility of every local teachers' association.

Column B -- signifies that the responsibility for this aim would be dependent upon the local situation.

Column C -- signifies that most local associations need not feel responsible for this aim.

	A	B	C
1. Interpreting the problems of teaching to the public.			
2. Furnishing the membership with educational news items of interest.			
3. Providing an interesting social and/or entertainment program for members.			
4. Obtaining recruits for the teaching profession.			
5. Obtaining better salaries and working conditions for teachers.			
6. Defending the public schools of the United States from attack by selfish or mistaken persons.			
7. Seeing to it that better teaching is done in the community.			
8. Seeing to it that the school in the community are managed intelligently and efficiently.			
9. Assisting in maintaining and improving professional standards and ethics.			
10. Bringing teachers of all grades, ranks, and subjects together for professional and social contacts.			
11. Cooperating in beneficial community activities and projects.			
12. Others (Specify and Rate)			

D. 1. Should teachers' local associations ever engage in direct political action?
(Encircle one) Yes No

2. If "Yes" is encircled in D - 1, please explain what type of situation might require direct political action.

E. If you agree with the following statements, place a check mark (✓) in the space to the left of the item.

1.____ The local teachers' association has the primary aim of serving teachers locally.

2.____ There ought to be one <u>main</u> local which all teachers may join, and this association should have the full support of all.

3.____ In selecting leaders, associations should prevail upon their ablest members to serve, and then support them with full cooperation.

F. Please look back over Part II of this inquiry form. Note that it consists of a series of items lettered A through T, many of which indicate possible activities in which a local teachers' association might engage. Undoubtedly, there are some sections which you left blank or nearly blank because your local group is not engaging in these activities.

In the space below tell in which of these dormant activities you believe your association should be active.

G. Please utilize the space below to present any information concerning the aims of your association which may not have been listed in the preceding items.

Enclosures:

Any data which are available and which would help the author of this inquiry form to understand better the characteristics of your local association would be appreciated. Such enclosures might include the following: Please check any which you are enclosing ( ).

( ) a. A copy of your constitution.
( ) b. A copy of your program for the year.
( ) c. A copy of the agenda for a particular meeting.
( ) d. A copy of your local publication (s).
( ) e. A statement of your plans for improvement of your program during the coming year.
( ) f. Other (Name)

Thank you for your participation in this study. A summary of the results will be mailed to you before the school year 1949-1950.

Frank L. Steeves

Announcement of changes sent to tryout group.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

December 20, 1948

Thank you for your cooperation in completing my long inquiry form. Fortunately, no major changes were necessary in the revision of the inquiry form, although a number of minor errors were corrected.

Will you please complete the items below and return this letter to me immediately so that I may continue with my tabulation. I apologize for the delay in sending you these additional questions. However, I thought it best to finish sending inquiry forms to all those cooperating before returning to the original twenty-five participants who constituted my critic group.

The revised items in the inquiry form to be completed are as follows:

Part I The Organization of Local Teachers' Associations

B. 3. Check (✓) in Column a any of the following school employees who are admitted to membership in your group. If admitted, check (✓) in Column b whether such membership is restricted. If restricted, explain in the appropriate space in Column c just how the membership of this school employee is restricted.

School Employees	a-Admitted to Membership	b Restricted	c How Restricted
School Principals			
Superintendent of Schools			
Superivsors			
Nurses			
Librarians			
Clerical Workers			
School Board Members			
Janitors			
Other School Employees Than Classroom Teachers (Please Name)			

Part II The Activities of Local Teachers' Associations

E. 1. During 1947-1948 how was support of your program generally evidenced by the members of your group? Check (✓).

a., b., c. -- included in previous inquiry form.

d. ____ Many members engaged actively in social or culturul activities while shunning activities of a controversial nature.

(Other sentences descriptive of your support)

e. ____ _____

_____

f. ____ _____

_____

4. Check (✓) any of the following which were done during 1947-1948 to induce participation by a greater number of members in the undertakings of your group.

a. ____ Providing a duplicated explanation of the activity to each member.

b. ____ Assigning certain activities to individual members.

c. ____ Providing awards for outstanding participation.

d. ____ Requiring that each member participate in one or more activities.

(Name any other methods through which your group encourages participation by a greater number of members.)

e. ____ _____

_____

f. ____ _____

_____

J. Local Publications

1. Does your group provide members with a handbook listing the group's officers, program, undertakings, history, constitution, and/or similar information?
(Encircle one) Yes No

Note: About how long did it take you to complete the inquiry form which you returned? _____

This information will be of value to future investigators who may be concerned with the length of time necessary to complete a comprehensive inquiry form as you have done.

THANK YOU FOR YOUR HELP, AND BEST WISHES FOR
A VERY HAPPY CHRISTMAS AND NEW YEAR --

Frank L. Steeves

Covering letter sent with first inquiry form.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

I acknowledge with pleasure receipt of the postal card which you returned expressing your willingness to participate in my study of the characteristics of local teachers' associations. I am certain that a careful, critical analysis of the work of local teachers' associations will be valuable to all of us interested in better organizations for teachers.

Twenty-five of the participating local presidents were selected to form part of a try-out group who examined and completed the enclosed inquiry form before it was mailed to you. It has been revised to conform with their suggestions and criticisms.

The form is long but it is not complicated, and I am sure it will not take you as long to complete as its length might indicate. Directions are self-explanatory. Please answer the questions carefully. Try to be brief but do not hesitate to write at whatever length you wish if to do so will illustrate more clearly some characteristic of your local association.

The form should be completed by the present president or his immediate predecessor. If this is not possible in your situation, it may be completed by another officer.

This study was planned to eliminate the necessity for a series of follow-up letters asking for delayed inquiry forms. You can help very much to carry out this plan by returning the inquiry form at your earliest convenience. Immediate tabulation of the data is highly desirable and will be possible only if the forms are returned within two weeks. However, if it is necessary for you to keep the form for a longer period in order to complete accurately any part of the form, please do so.

Many of the replies to my preliminary letter indicated that local association presidents would like to have a summary of the results. A summary will be mailed to you before the school year 1949-1950.

Very truly yours,

Frank L. Steeves
Instructor in Education

Enclosure

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

I acknowledge with pleasure receipt of the postal card which you returned expressing your willingness to participate in my study of the characteristics of local teachers' associations. I am certain that a careful, critical analysis of the work of local teachers' associations will be valuable to all of us interested in better organizations for teachers.

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The form is long but it is not complicated, and I am sure it will not take you as long to complete as its length might indicate. Directions are self-explanatory. Please answer the questions carefully. Try to be brief but do not hesitate to write at whatever length you wish if to do so will illustrate more clearly some characteristic of your local association.

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Many of the replies to my preliminary letter indicated that local association presidents would like to have a summary of the results. A summary will be mailed to you before the school year 1948-1950.

Very truly yours,

Frank L. Stoddard
Instructor in Education

Enclosure

FRANK L. STEEVES
BOSTON UNIVERSITY
School of Education

Boston,
Massachusetts
October, 1948

Inquiry Form No. 1

Inquiry Form
on
The Organization, Activities, and Aims of
Local Teachers' Associations in New England and New York State

Person or Persons Making This Report	Official Position in Association	Dates of Tenure of Such Position
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

Name of Association _____

Community _____ State _____

Number of Members _____: Men _____ Women _____

Definition and Explanation

This study does not attempt to analyze teachers' organizations which base membership upon grade level of the teacher, on subject taught, on sex, on race, on religion, or on some particular interest.

The term "local teachers' association" as used in this study refers to any non-restrictive organization of classroom teachers or classroom teachers and other educational employees working in a single school system or closely integrated group of systems.

This inquiry form contains three parts. Each part consists of questions grouped so as to provide answers to the following questions:

Part I. How are local teachers' associations organized?
Part II. What are they doing and what have they been doing?
Part III. What do they want to do; what are their aims?

Please follow the directions specified for each item. If no check list items are provided or if the given check list items do not apply to your situation, write your answer in the space following the question.

Part I. The Organization of Local Teachers' Associations

A. Please explain why your group is named as it is. For example, why is it called a "club" instead of an "association" or "union"? Why is it called a "union" or an "alliance"? Why an "association"?

B. 1. Are all teachers in the public schools of the geographical area served by your association eligible for membership in the association?
(Encircle one) Yes No

2. If "No" is encircled, to what group is your membership restricted?

Note: If your group is restrictive in nature (i. e. if your answer is "No" to B-1), you need not complete the rest of this form. The study is limited to local teachers' associations, membership in which is open to all teachers. However, please return the form as filled in up to this point.

3. Check (✓) in Column a any of the following school employees who are admitted to membership in your group. If admitted, check (✓) in Column b whether such membership is restricted. If restricted, explain in the appropriate space in Column c just how the membership of this school employee is restricted.

School Employees	a-Admitted to Membership	b Restricted	c How Restricted
School Principals			
Superintendent of Schools			
Supervisors			
Nurses			
Librarians			
Clerical Workers			
School Board Members			
Janitors			
Other School Employees Than Classroom Teachers (Please Name)			

C. What are the annual dues paid by members? $.

D. How much of each member's dues is retained by the local group, and how much is sent to an affiliated or larger organization of which the local is a part?

1. $. Retained

2. $. To Affiliated Organization

E. In what month do you elect officers? _____

F. Are there any special requirements which must be met by members before they may serve as an officer in the association? (Encircle one) Yes No

G. If "Yes" in Item F is encircled, please explain the requirements.

H. Does any particular office require special training? (Encircle one) Yes No

I. If "Yes" in Item H is encircled, please name the office and explain the necessary training.

	Office	Required Training
1.	_____	_____
2.	_____	_____
3.	_____	_____

J. Check (✓) the present officers of the association. Give the number of Vice Presidents and Executive Committee Members.

1. ____ President
2. ____ Vice Presidents (how many)
3. ____ Secretary-Treasurer
4. ____ Treasurer
5. ____ Secretary
6. ____ Executive Secretary
7. ____ Executive Committee Members (how many)
8. ____ Auditor
9. ____ Parliamentarian

Other Officers (Please Name)

10. ____ _____
11. ____ _____

K. Check (✓) any of the following who are not eligible to serve as officers in the association.

1. ____ Classroom Teachers
2. ____ Department Heads
3. ____ Principals
4. ____ Superintendent
5. ____ Guidance Workers
6. ____ Supervisors
7. ____ Nurses
8. ____ Librarians
9. ____ School Board Members
10. ____ Janitors
11. ____ Clerical Workers

Other Educational Employees (Please Name)

12. ____ _____
13. ____ _____
14. ____ _____

L. Indicate by checking (✓) in the appropriate colums whether your officers are elected or appointed. Name the term of service for which each is elected or appointed. Write in by whom each is elected or appointed.

Officer	Elected	Appointed	Term of Service	By Whom Elected or Appointed
President				
Vice President (s)				
Secretary-Treasurer				
Secretary				
Treasurer				
Executive Secretary				
Executive Committee Members (s)				
Auditor				
Parliamentarian				
Others (Name)				

M. Please name any office or position in your association which requires a full work week. Name only those offices or positions held by persons who have no other employment.

N. Please name any office or position in your association for which an officer or employee receives pay from the association. Also give the amount of salary for services rendered.

	Office or Position	Salary
1.		
2.		
3.		

O. Please give the present official school position of each of the present officers. (Classroom teacher, Department head, Principal of High School, etc.)

Officer	Official School Position
President	
Vice President (s)	
Secretary-Treasurer	
Secretary	
Treasurer	
Executive Committee Members (s)	
Executive Secretary	
Auditor	
Parliamentarian	
Others (Name)	

P. Which of the following committees are now active in your association? Check (✓).

1. ____ Finance or Salary
2. ____ Social or Entertainment
3. ____ Study or Research
4. ____ Publicity
5. ____ Program
6. ____ Legislative
7. ____ Nominating
8. ____ Membership
9. ____ Professional

Other Committees (Please Name)

10. ____ _____
11. ____ _____

Q. Does the association employ legal counsel, or is legal counsel available through association affiliations? (Encircle)

1. Employs legal counsel Yes No

2. Legal counsel available Yes No

3. If "Yes" in Q-2 is encircled, please explain through what affiliated group legal counsel is obtained.

R. Does the association have a written constitution? (Encircle one) Yes No

S. With which of the following groups is your local association affiliated? Check (✓).

1. ____ The State Teachers' Association

2. ____ The National Education Association

3. ____ The American Federation of Labor

4. ____ The Congress of Industrial Organizations

5. ____ None

6. ____ Other (Name) _____

7. ____ _____

T. Does affiliation with a larger organization leave local members free to determine local association policies and practices? (Encircle one) Yes No

U. If "No" is encircled in Item T, please explain in what manner you are restricted by your affiliations.

V. 1. When was your association first organized or founded?

_____

2. What changes in organizational structure have taken place during the following years? (Changes in organizational structure refer to the addition of new officers, a change in the constitution, or added or dropped affiliations.)

Date	Change (s)
1944	
1945	
1946	
1947	
1948	

Part II. The Activities of Local Teachers' Associations

A. Meetings

1. How often are regular meetings scheduled? _____

2. Where do meetings take place? _____

B. Name several activities officially sponsored by your group during 1947-1948 which were heavily supported by your membership. Use the following numbers to indicate the degree of success of each of these activities: (1) Extremely successful; (2) Quite successful; (3) Moderately successful; (4) Poor success; (5) Failure.

	Activity	Estimated Degree of Success
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

C. Name several activities officially sponsored by your group during 1947-1948 which were poorly supported by your membership. Rate the success of each of these activities as is indicated in B.

	Activity	Estimated Degree of Success
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

D. 1. During 1947-1948 were your most successful activities planned: Check (✓)

a. ____ Before the school year commenced.

b. ____ At a meeting immediately after the start of the school year for the purpose of scheduling a program.

c. ____ At some time during the year.

2. What is your opinion concerning the relationship between the success of your group's activities and the time when they are planned?

E. 1. During 1947-1948 how was support of your program generally evidenced by the members of your group? Check (✓).

a. ____ Many members were willing to participate actively by giving their time and service.

b. ____ A few enthusiastic members were able to carry out the program.

c. ____ The membership voted to carry out certain activities after which the officers carried the activities to their conclusions.

d. ____ Many members engaged actively in social or cultural activities while shunning activities of a controversial nature.

(Other sentences descriptive of your support)

e. ____ _____

_____

f. ____ _____

_____

2. What do you think contributed most to the success of undertakings of your group during 1947-1948?

3. What do you think contributed most to the failure of undertakings of your group during 1947-1948?

4. Check (✓) any of the following which were done during 1947-1948 to induce participation by a greater number of members in the undertakings of your group.

a. ____ Providing a duplicated explanation of the activity to each member.

b. ____ Assigning certain activities to individual members.

c. ____ Providing awards for outstanding participation.

(Item 4 continued - over)

d. ____ Requiring that each member participate in one or more activities.

(Name any other methods through which your group encourages participation by a greater number of members.)

e.____ _____

_____

f.____ _____

_____

F. Is your program planned for 1948-1949?
(Encircle one) Yes No

G. If "Yes" is encircled in F, when was the program planned?

H. If "No" is encircled in F, how will your program develop?

I. Name one or more activities in which you engaged in 1947-1948 which was suggested to you through a group with which you are affiliated. Name the affiliated group.

	Activity	Affiliated Group
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

J. Local Publications

1. Does your group provide members with a handbook listing the group's officers, program, undertakings, history, constitution, and/or similar information?
(Encircle one) Yes No

2. Does your local group have a periodical publication?
(Encircle one) Yes No

Note: Items 3 through 11 below apply only to those groups which do have a local periodical publication. However, if your group has more than one periodical publication, fill out Items 3 through 10 as applied to the publication most often issued, and complete Item 11 for any other publication.

3. What is the name of your publication?

_____

4. Do you consider it a: Check (✓)

a. ____ Newspaper?

b. ____ Magazine?

c. ____ Newsletter?

d. ____ Other (Name) _____

5. How often is it published? Check (✓).

a. ____ Daily

b. ____ Weekly

c. ____ Monthly

d. ____ Occasionally

Other (Specify)

e. ____ _____

6. To whom is it available? Check (✓).

a. ____ Members only

b. ____ Others (Specify) _____

_____

7.a. What methods are used in duplicating it?

b. Is duplicating equipment owned by your teachers' association, or is it borrowed from a local school? Explain.

8. By whom is it printed? Check (✓).

a. ____ Members

b. ____ Commercial printing shop

c. ____ School employees

d. ____ Other (Name) _____

9. a. What is the charge, if any for single copies of your publication? _____

b. What is the total circulation of your publication?

_____

10. Check any of the following which apply to the content of your publication. (✓)

a. ____ Articles are written by members.

b. ____ Editorials are written by members.

c. ____ Editorials are written by officers.

d. ____ Social news predominates.

e. ____ Reprints or digests of articles appearing in education publications are included.

f. ____ The editorial policy is determined by an affiliated group.

g. ____ The editorial policy is determined by the members.

h. ____ The editorial policy is determined by the elected officers of the association.

i. ____ Further comment concerning the content of your publication:

11. Do you have any further comment or information to add concerning any aspect of the publication referred to in Items 1 through 10, or concerning another local publication?

K. Economic Services

1. Check (✓) the following economic services which are available to members.

a. ____ Group insurance

b. ____ Credit union

c. ____ Emergency loan fund

c. ____ Cooperative buying

e. ____ Welfare fund

Other (Specify)

f. ____ _____

g. ____ _____

2. Check (✓) which types of coverage are provided by group insurance, if available.

a. ____ Health and accident

b. ____ Hospitalization

c. ____ Life

Other (Specify)

d. ____ _____

e. ____ _____

L. Which of the following social and cultural activities were sponsored by your group at the times indicated. Check (✓).

Activity	Previous to 1947	1947-1948	Planned for 1948-1949
Extension courses for teachers			
Lectures by outside speakers			
Group travel			
Study groups			
Fund for needy pupils			
Scholarship fund for worthy students			
Play (s)			
Concert (s)			
Outing (s) or picnic (s)			
Book Club			
Fund for remembrances to sick or deceased members			
Dance (s)			
Tea (s)			
Party (ies)			
Others (Specify)			

M. What is your group doing to induce worthy students to enter the teaching profession?

N. Political Activities

1. Did your association participate officially in any of the following during the times indicated? Check (✓).

Activity	Previous to 1947	1947-1948	Planned for 1948-1949
Officially endorse a candidate or candidates for public office			
Officially work for the passage of local or state legislation relating to education			
Make public official statements on controversial political questions in which teachers might be expected to take an interest			
Other (Explain)			

2. If any items in N-1 are checked, please give any information you have concerning the outcomes of your participation.

O. Work Stoppage

1. Has your group officially called a strike during the following school years?
(Encircle)

a. 1946-1947 Yes No

b. 1947-1948 Yes No

2. Have so large a proportion of your membership failed to report for work on any single occasion that schools were unable to operate, even though the work stoppage was not official? (Encircle)

a. 1946-1947 Yes No

b. 1947-1948 Yes No

3. If "Yes" is encircled in either of the two previous items in 0, please explain <u>why</u> the stoppage occurred and <u>what</u> resulted from the action.

Reason for Stoppage	Result

4. Has your group ever proposed a strike without actually stopping work? (Encircle)

a. 1946-1947 Yes No

b. 1947-1948 Yes No

5. What was the reason for and the result of such a proposal?

Reason for Proposal	Result

P. During 1947-1948 did your group undertake any activity in cooperation with any of the following groups within the community? Check and indicate activity.

(✓)	Group	Activity
	Parent-Teachers Association	
	YMCA or YWCA	
	A Church	
	American Red Cross	
	League of Women Voters	
	Chamber of Commerce	
	Boy or Girl Scouts	
	Grange	
	Other Teachers' Clubs	
	Daughters of the American Revolution	
	Veterans' Organization	
	Rotary	
	Community Chest	
	Others (Name)	

Q. Public Relations

1. Does your group regularly supply a local newspaper with announcements of group aims and activities?
(Encircle one) Yes No

2. Does your group supply speakers for other community organizations?
(Encircle one) Yes No

3. If "Yes" is encircled in item Q - 2, how many times did speakers from your association address other groups during 1947-1948? _____

4. Does your group invite community leaders to address your meetings?
(Encircle one) Yes No

5. If "Yes" is encircled in item Q - 4, how many times was your association addressed by community leaders during 1947-1948? _____

6. Please explain exactly what your association does officially and publicly in order to maintain cordial understanding and mutual good will between your association and the rest of the community.

R. Teachers' Salaries -- Has your association taken an official and public stand upon any of the following? (Encircle one)

1. Minimum salaries for teachers	Yes	No
2. Merit ratings for teachers	Yes	No
3. Automatic increments	Yes	No
4. Cost-of-living bonus	Yes	No
5. Other (Specify)		

S. If "Yes" is encircled in item R - 1 through 5, please explain the exact viewpoint of your association.

T. Educational Practices

1. Does your association regularly adopt an official position in matters relating specifically to problems of education in your community, school administration, teaching methods, the curriculum, selection of textbooks, etc? (Encircle one) Yes No

2. If "Yes" is encircled in item T - 1, please name three specific stands taken by your association during 1947-1948.

3. If "No" is encircled in item T - 1, does your association occasionally adopt a position in strictly educational matters?
(Encircle one) Yes No

4. If "Yes" is encircled in item T - 3, name one position adopted in 1947-1948.

Part III. The Aims of Local Teachers' Associations.

A. Do you have a written statement setting forth the aims of your local association?
(Encircle one) Yes No

B. 1. If "Yes " is encircled in item A, did members of your local association prepare the statement of aims?
(Encircle one) Yes No

2. If "No" is encircled in item B - 1, by whom was the statement of aims prepared?

3. How do you justify the use of aims for your local association which were prepared by individuals who are not members?

Note: If you have a printed statement of your local association aims, will you please return it with this inquiry form.

C. Rate the following items for inclusion in the aims of a local teachers' association by placing a check mark (✓) in the appropriate column.

Column 1 -- signifies a major responsibility of every local teachers' association.
Column 2 -- signifies that the responsibility for this aim would be dependent upon the local situation.
Column 3 -- signifies that most local associations need not feel responsible for this aim.

	1	2	3
a. Interpreting the problems of teaching to the the public.			
b. Furnishing the membership with educational news items of interest.			
c. Providing an interesting social and/or entertainment program for members.			
d. Obtaining recruits for the teaching profession.			
e. Obtaining better salaries and working conditions for teachers.			
f. Defending the public schools of the United States from attack by selfish or mistaken persons.			
g. Seeing to it that better teaching is done in the community.			
h. Seeing to it that the schools in the community are managed intelligently and efficiently.			
i. Assisting in maintaining and improving professional standards and ethics.			
j. Bringing teachers of all grades, ranks, and subjects together for professional and social contacts.			
k. Others (Specify and Rate)			
l.			
m.			

D. 1. Should teachers' local associations ever engage in direct political action?
(Encircle one) Yes No

2. If "Yes" is encircled in D-1, please explain what type of situation might require direct political action.

E. If you agree with the following statements, place a check mark (✓) in the space to the left of the item.

1. ____ The local teachers' association has the primary aim of serving teachers locally.

2. ____ There ought to be one main local which all teachers may join, and this association should have the full support of all.

3. ____ In selecting leaders, associations should prevail upon their ablest members to serve, and then support them with full cooperation.

F. Please look back over Part II of this inquiry form. Note that it consists of a series of items lettered A through T, many of which indicate possible activities in which a local teachers' association might engage. Possibly there are some sections which you left blank or nearly blank because your local group is not engaging in these activities.

In the space below tell in which of these dormant activities you believe your association should be active.

G. Please utilize the space below to present any information concerning the aims of your association which may not have been listed in the preceding items.

Enclosures:

Any data which are available and which would help the author of this inquiry form to understand better the characteristics of your local association would be appreciated. Such enclosures might include the following: Please check (✓) any which you are enclosing.

( ) a. A copy of your constitution.
( ) b. A copy of your program for the year.
( ) c. A copy of the agenda for a particular meeting.
( ) d. A copy of your local publication (s).
( ) e. A statement of your plans for improvement of your program during the coming year.
( ) f. Other (Name)

Note:

About how long did it take you to complete this inquiry form?

_____

This information will be of value to future investigators who may be concerned with the length of time necessary to complete a comprehensive inquiry form of this type.

Thank you for your participation in this study. A summary of the results will be mailed to you before the school year 1949-1950.

Frank L. Steeves

Postal card sent to those not returning the first inquiry form within three weeks.

Dear

I know you are very busy, but I should like to remind you of the inquiry form concerning the characteristics of your local teachers' association for which I am most anxiously waiting.

Tabulation of returned forms is up to date. I am including additional forms as they arrive.

Please do not feel that your association is not doing enough to contribute valuable material. A weakness of previous research in this area has been that small relatively inactive groups have been left out.

I will appreciate return of the form at your earliest convenience.

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Final follow-up letter.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

January 17, 1949

The return of about one hundred inquiry forms still out will make my study of local teachers' associations a success, not only for myself but also for the several hundred teachers who have already given their time and effort.

You have ample time to complete and return your form. However, this letter is a reminder that the study will be closed on February 5, 1949. It is necessary to establish this closing date in order that I may have time to summarize adequately all the data appearing on the many inquiry forms.

I hope the length of the form did not discourage you. Many of the items may not apply to your group. Please remember that the form had to include many items not necessarily pertinent to any single association in order to cover all the possible activities of all the associations. The president of the largest association participating to date (2500 members) completed the form in thirty-five minutes.

Do not feel that you must do extensive research. Feel free to estimate or to give your opinion if original data are not readily available. However, please indicate that such figures or facts are opinions or estimates.

I think that participation in a study of this nature is one of the best ways by which a group can better its program in terms of what others are doing. I am certain that the summary of the results will be of value to you in planning a future program.

The return of your form will be greatly appreciated by me and will help insure that the efforts of the earlier participants will not have been wasted.

Sincerely yours,

Frank L. Steeves
Instructor in Education

Double postal card intended to discover reasons for non-participation.

Address card.

Dear

I know you have excellent reasons for failing to reply to my several letters requesting your participation in a study of local teachers' associations. Your reasons, if known, would be very valuable to me. Only by knowing why local presidents have declined to participate can I interpret accurately the value of the data provided by those cooperating.

I would appreciate your checking (✓) your reasons if they appear on the attached postal card. If no check-list item applies please write your reason in the space provided. No individual postal cards will be referred to in the thesis.

If you would still like to participate, please encircle item one.

Frank L. Steeves

Reply card.

1. I would like my association to be included.
2. I do not want my association included because:
   - ____a. The officers of my association are too busy with school and personal work to fill out an inquiry form.
   - ____b. The study, as described, does not appear to be worthwhile.
   - ____c. Although the study is apparently worthwhile my association is too inactive to furnish valuable information
   - ____d. My association is not a local group
   - ____e. Other. (Please name).

Name of Association_____.

Address_____

Officer_____

Follow-up letter intended to discover reasons for non-participation.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

March 22, 1949

Some time ago I mailed to you a long inquiry form concerning the organization, activities, and aims of your local teachers' association.

Although the study is now completed, my data would be of greater value if I could know the reasons for lack of participation by those groups which failed to return the form.

A self-addressed postal card is enclosed. I will appreciate it if, in your own words, you would tell me your reasons for not returning the form.

Perhaps you have been too busy with school or personal work. Perhaps, after looking the form over, you decided that your association is too inactive to furnish valuable information on such a comprehensive form. Perhaps the form was lost. I would honestly like to know your reason so I can present the reasons for non-participation in tabular form.

I would appreciate return of the postal card at your earliest convenience so that I may complete my work.

Very truly yours,

Frank L. Steeves
Instructor in Education

Enclosure

Preliminary letter to superintendents.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Under the direction of Dr. Roy O. Billett at Boston University, I have recently completed a study of the status of local teachers' associations in New England and New York State. More than three hundred local associations supplied information. The results of this survey, when completed, will give a picture of the organization, activities, and aims of local associations according to size in each State.

I now wish to add to the study by determining the areas of agreement and disagreement between superintendents of schools and presidents of local associations. Thus, the entire study will present not only the immediate status of local teachers' associations but also will indicate possibilities for future activity.

The president, or a past-president, of your local teachers' association participated in the study by completing a twenty-one page comprehensive inquiry form. This form required a great deal of his time and effort.

You were selected at random as one of the superintendents whose responses would help to complete the second part of the study. A short inquiry form has been devised which will take no more than fifteen minutes of your time. No research will be necessary. None of your answers will be used to identify you as an individual. All postage will be prepaid.

In return for your cooperation I shall be glad to send to you and to the president of your local teachers' association a summary of the study as soon as it is completed.

Please return the enclosed postal card indicating whether or not you wish to participate. I am most eager to complete my mailing list since I wish to forward the inquiry form in February.

Very truly yours,

Frank L. Steeves
Instructor in Education

Enclosure

Preliminary letter to superintendents.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

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The president, or a past-president, of your local teachers' association participated in the study by completing a twenty-one-page comprehensive inquiry form. This form required a great deal of his time and effort.

You were selected at random as one of the superintendents whose responses would help to complete the second part of the study. A short inquiry form has been devised which will take no more than fifteen minutes of your time. No research will be necessary. Note of your answers will be used to identify you as an individual. All postage will be prepaid.

In return for your cooperation I shall be glad to send to you and to the president of your local teachers' association a summary of the study as soon as it is completed.

Please return the enclosed postal card indicating whether or not you wish to participate. I am most eager to complete my mailing list since I wish to forward the inquiry form in February.

Very truly yours,

Frank L. Steeves
Instructor in Education

Enclosure

Postal card enclosed with preliminary letter to superintendents.

1. Please Check (✓).

   I do ( ) do not ( ) wish to participate in this study and complete the inquiry form as described.

2. If you do not wish to participate in this study, please give your reason.

Name _____

Address _____

_____

Follow-up card to all respondents announcing the closing date of the study.

March 22, 1949

I know you are very busy, but I should like to remind you of the inquiry form concerning your opinions of the characteristics of local teachers' associations, which I am most anxiously awaiting.

The study will be closed on April 1, 1949. Forms received after that date cannot be included because of the need for time to tabulate and interpret the results.

Return of the forms still out will insure a very successful response to this study. I will appreciate the return of your copy at your earliest convenience.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

March 22, 1949

You were recently sent a letter asking for your cooperation in the completion of a study of teachers' associations now being undertaken by me at Boston University.

More than 70 per cent of the superintendents of schools whom I sampled have expressed willingness to complete the short inquiry form described previously. Although such a response is excellent, I am making every effort to obtain greater participation.

The study of teachers' organizations is one of the most neglected areas in educational research. This investigation will supply data of interest and value to all of us interested in better organization for teachers.

Your opinion, as a superintendent of schools, will add to the facts already obtained.

The enclosed postal card is for your convenience in replying. I hope you will consider this study important enough to merit your consideration.

Very truly yours,

Frank L. Steeves
Instructor in Education

Enclosure

Covering letter enclosed with second inquiry form to superintendents.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

I acknowledge with pleasure receipt of the postal card you returned expressing your willingness to participate in my study of local teachers' associations.

Many of the items on the enclosed form ask for your opinion. Please react to such items as you feel the item to be true or false in most communities, even though you believe there may be exceptions. I realize that it is very difficult to generalize any item as true or false in all cases.

The facts concerning local teachers' associations have already been obtained. Superintendents' opinions will contribute to a better understanding of these facts.

I assure you that you will not be identified or directly quoted either in the thesis or in any summary I may prepare. In other words, your form will be treated impartially as one of a group.

I would really appreciate the return of this final form within two weeks in order that I may complete this study. I have promised a summary to about five hundred persons. In doing so I have presumed unusual cooperation in the return of this form.

The form is short and to the point. No research is required by you. I think you will find it easy to follow and interesting to complete.

Very truly yours,

Frank L. Steeves
Instructor in Education

Enclosure

Covering letter enclosed with second inquiry form to presidents.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

I wish to thank you very much for participating in this study of local teachers' associations. The previous form completed by you was very long and almost entirely factual in nature. Most presidents of local associations required from thirty minutes to two hours to complete it properly.

The enclosed form is much shorter. It should take no more than fifteen minutes to complete. Many of the items concern your opinion. Please do not omit these items. You will not be identified or directly quoted either in the thesis or in any summary I may prepare. In other words, your form will be treated impartially as one of a group.

I would really appreciate the return of this final form within two weeks in order that I may complete this study. As you know, I have promised a summary to about five hundred persons. In doing so I have presumed unusual cooperation in the return of this form.

The form is short and to the point. No research is required by you. I think you will find it easy to follow and interesting to complete.

Very truly yours,

Frank L. Steeves
Instructor in Education

Enclosure

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

I wish to thank you very much for participating in this study of local teachers' associations. The previous form completed by you was very long and almost entirely factual in nature. Most presidents of local associations required from thirty minutes to two hours to complete it properly.

The enclosed form is much shorter. It should take no more than fifteen minutes to complete. Many of the items concern your opinion. Please do not omit these items. You will not be identified or directly quoted either in the thesis or in any summary I may prepare. In other words, your form will be treated impartially as one of a group.

I would really appreciate the return of this final form within two weeks in order that I may complete this study. As you know, I have promised a summary to about five hundred persons. In doing so I have presumed unusual cooperation in the return of this form.

The form is short and to the point. No research is required by you. I think you will find it easy to follow and interesting to complete.

Very truly yours,

Frank L. Stevens
Instructor in Education

Enclosure

With a different cover, this form was also completed by presidents.

FRANK L. STEEVES
BOSTON UNIVERSITY
School of Education

Boston,
Massachusetts
February, 1949

Inquiry Form No. 2 - Superintendents

429

The Organization, Activities, and Aims of Local Teachers' Associations in New England and New York State

Name of Person Completing Form _____

Community or School District _____ State _____

In each of the following groups, please give the number of educational employees in the area covered by your local teachers' association:

Men Teachers _____ Women Teachers _____ Principals _____
Supervisors _____ Department Heads _____ Janitors _____
Others (Name only if more than ten are employed.)
_____ _____ _____ _____ _____ _____

Definition and Explanation

This inquiry form follows a comprehensive investigation of the present status of local teachers' associations, planned and completed during the past eight months.

The study just completed did not attempt to analyze teachers' organizations which base membership upon grade level of the teacher, on subject taught, on sex, on race, on religion, or on some particular interest.

The term "local teachers' association" as used in this form refers to any such non-restrictive organization of classroom teachers or classroom teachers and other educational employees working in a single school system or closely related group of systems.

This inquiry form contains three parts. Each part consists of questions grouped so as to provide answers to the following questions:

Part I. How should local teachers' associations be organized?
Part II. What should be the activities of local teachers' associations?
Part III. What should be the aims of local teachers' associations?

Please follow the directions specified for each item. If no check-list items are provided or if the given check-list items do not apply to your situation, write your answer in the space following the question.

PART I. How should local teachers' associations be organized?

A. Please check (✓) any of the following statements which in your opinion are true in most situations.

1. School-Board members should not:

a.____ Be allowed voting membership in a local teachers' association.
b.____ Attend the business meetings of a local teachers' association.
c.____ Hold office in a local teachers' association.
d.____ Participate in policy-making activity for a local teachers' association.
e.____ Other (Please specify) _____
_____

2. Superintendents of schools should not:

a.____ Be allowed voting membership in a local teachers' association.
b.____ Attend the business meetings of a local teachers' association.
c.____ Hold office in a local teachers' association.
d.____ Participate in policy-making activity for a local teachers' association.
e.____ Other (Please specify) _____
_____

3. Principals should not:

a.____ Be allowed voting membership in a local teachers' association.
b.____ Attend the business meetings of a local teachers' association.
c.____ Hold office in a local teachers' association.
d.____ Participate in policy-making activity for a local teachers' association.
e.____ Other (Please specify) _____
_____

4. Supervisors should not:

a.____ Be allowed voting membership in a local teachers' association.
b.____ Attend the business meetings of a local teachers' association.
c.____ Hold office in a local teachers' association.
d.____ Participate in policy-making activity for a local teachers' association.
e.____ Other (Please specify) _____
_____

5. Heads of departments should not:

a.____ Be allowed voting membership in a local teachers' association.
b.____ Attend the business meetings of a local teachers' association.
c.____ Hold office in a local teachers' association.
d.____ Participate in policy-making activity for a local teachers' association.
e.____ Other (Please specify) _____
_____

B. Please check (✓) any office in a local teachers' association which in your opinion should be held only by a classroom teacher.
Note: Consider a "classroom teacher" as any school employee most of whose time is devoted to classroom teaching, even though some time may be assigned to supervisory or administrative duty.

1.____ President 2.____ Vice President 3.____ Secretary
4.____ Treasurer 5.____ Chairman, Executive Committee
6.____ Executive Secretary 7.____ Other (Please specify)
_____

C. Please check (✓) any office in a local teachers' association which in your opinion should be held by a school employee who is considered to be above the rank of classroom teacher, such as supervisor, department head, principal, or superintendent.

1.____ President 2.____ Vice President 3.____ Secretary
4.____ Treasurer 5.____ Chairman, Executive Committee
6.____ Executive Secretary 7.____ Other (Please specify)
_____

D. Please check in the appropriate columns on the top of page 3 your opinion concerning the present affiliations of your local teachers' association. (✓)

Column 1 -- signifies that your teachers' association is now affiliated with the group indicated, and that you believe it should be so affiliated.

Column 2 -- signifies that your teachers' association is now affiliated with the group indicated, and that you believe it should not be so affiliated.

Column 3 -- signifies that your teachers' association is now affiliated with the group indicated; however, you are uncertain whether it should or should not be so affiliated.

Affiliation	1	2	3
a. The National Education Association			
b. The State Teachers Association			
c. The County Teachers Association			
d. The American Federation of Teachers, A.F.of L.			
e. The State, County, and Municipal Workers, C.I.O.			
f. Others (Please specify)			

E. If you checked any of the items in "D", please comment, if you wish, in the space below.

F. Please check in the appropriate columns your opinion concerning possible future affiliations of your local teachers' association. (✓)

Column 1 -- signifies that your teachers' association is not affiliated with the group indicated, and that you believe it should not be so affiliated.

Column 2 -- signifies that your teachers' association is not affiliated with the group indicated, and that you believe it should be so affiliated.

Column 3 -- signifies that your teachers' association is not affiliated with the group indicated; however, you are uncertain whether it should or should not be so affiliated.

Affiliation	1	2	3
a. The National Education Association			
b. The State Teachers Association			
c. The County Teachers Association			
d. The American Federation of Teachers, A.F. of L.			
e. The State, County, and Municipal Workers, C.I.O.			
f. Others (Please specify)			

G. If you checked any of the items in "F", please comment, if you wish, in the space below.

PART II. What should be the activities of local teachers' associations?

A. In the following statements or groups of statements, check (✓) only those with which you agree.

1. Local teachers' associations should feel free to take public, official positions on:

   a.____ Local legislation relating to education.
   b.____ State legislation relating to education.
   c.____ National legislation relating to education.

2. ____ Local teachers' associations should feel free to make public, official statements on controversial questions in which teachers might be expected to take an interest.

3. ____ Local teachers' associations should never officially endorse a candidate or candidates for public office.

B. If "A-3" is not checked, please name one example illustrating when a local teachers' association could endorse a candidate or candidates for public office.

C. Check (✓) if you agree with these statements.

1. In case of a request for general salary increase by the local teachers' association, the superintendent of schools becomes:

   a.____ A representative of the teachers to the school board.
   b.____ A representative of the school board to the teachers.

2. If neither item in "C-1" is checked, please explain what you believe to be the position of the superintendent of schools in the situation stated.

D. Please check (✓) any of the following activities which teachers' clubs may be justified in undertaking to obtain better salaries and working conditions for their members.

1.____ Establish committees to draw up in written form the opinions of the group.

2.____ Issue official news items through community newspapers or through their own publications.

3.____ Strike, as a last resort.

4.____ Advocate that all teachers resign.

5.____ Picket.

6.____ Purchase advertising space in local newspapers.

7.____ Other (Please name any other justifiable means through which you believe teachers should endeavor to obtain better salaries and working conditions.)

_____

_____

E. Check (✓) if you agree that this statement is probably true.

____ Continued and persistent emphasis on their own economic welfare will eventually bring teachers' groups into disrepute with the public.

F. Check (✓) if you <u>agree</u> with this statement.

____ Social activities, such as picnics, suppers, or parties, are of little value in the program of most present-day local teachers' organizations.

G. Check (✓) if you <u>agree</u> with this statement.

1.____ The major reason for lack of effectiveness among traditional local teachers' associations is the indifference or apathy of many teachers to professional organization.

2. If you agree with the statement set forth in "G-1", please state briefly any suggestions you may have indicating how such indifference may be overcome.

H. Check (✓) if you agree with these statements.

1.____ All activities of local teachers' associations should be undertaken with the welfare of school children in mind.

2.____ Anything which improves the welfare of teachers will indirectly benefit pupils.

PART III. What should be the aims of local teachers' associations?

A. Consider the following items as aims of a local teachers' association, placing a check mark (✓) in the appropriate column.

Column 1 -- signifies a major responsibility of every local teachers' association.

Column 2 -- signifies that the responsibility for this aim would be dependent upon the local situation.

Column 3 -- signifies that most local associations need not feel responsible for this aim.

Proposed Aims	1	2	3
a. Interpreting the problems of teaching to the public			
b. Furnishing the membership with educational news items of interest.			
c. Providing an interesting social and/or entertainment program for members.			
d. Obtaining recruits for the teaching profession.			
e. Obtaining better salaries and working conditions for teachers.			
f. Defending the public schools of the United States from attack by selfish or mistaken persons.			
g. Seeing to it that better teaching is done in the community.			
h. Seeing to it that the schools in the community are managed intelligently and efficiently.			
i. Assisting in maintaining and improving professional standards and ethics.			
j. Bringing teachers of all grades, ranks, and subjects together for professional and social contacts.			
k. Others (Specify and rate)			

B. If you agree with the following statements, place a check mark (✓) in the space to the left of the item.

1.____ The local teachers' association has the primary aim of serving teachers locally.

2.____ There ought to be one main local which all teachers may join, and this association should have the full support of all.

3.____ In selecting leaders, associations should prevail upon their ablest members to serve, and then support them with full cooperation.

C. Any information you can give which will help the author of this inquiry form to understand better your beliefs concerning desirable characteristics of local teachers' associations would be appreciated. Please use the space below.

Note: About how long did it take you to complete this inquiry form? _____
This information will be of value to future investigators who may be concerned with the length of time necessary to complete an inquiry form of this type.

Thank you for your participation in this study. A summary of the results will be mailed to you before the school year 1949-1950.

Frank L. Steeves
Instructor in Education

A letter sent to all superintendents in Vermont in order to complete data from this state.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

March 22, 1949

Recently I completed a study of the characteristics of local teachers' associations in New England and New York State. Eighteen local teachers' clubs in Vermont participated in the study.

Although every effort was made to secure maximum participation in Vermont, I still do not know the percentage of response.

You can help me very much if you will give me about two minutes of your time by returning the enclosed postal card indicating on it whether there is, in your district, a local teachers' association membership in which is open to all teachers. Please give the name of the association if one exists.

At present I know that about eighteen districts in Vermont have no teachers' association. I also know that eighteen teachers' associations have participated. This still leaves approximately seventeen districts from which I have no information.

This is not a preliminary letter. I will not approach you for further data, nor will I write further to your teachers' association.

This study is done. This letter is the only way I have to determine the total of local teachers' associations in Vermont, which may have been eligible to participate in this study.

I hope you appreciate my problem and will send me the information requested.

Very truly yours,

Frank L. Steeves
Instructor in Education

Enclosure

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BIBLIOTEKA

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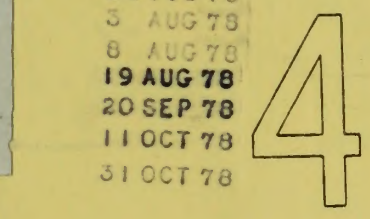
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